session 4

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Attached is my final version! First time completed so early.

But I may make some minor changes tonight.....

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Attachments:

Session 4 - What Successful LADBS Leaders Do and How to Do It.pptx 2.4M

CITY LA DBS
DEPARTMENT OF BUILDING AND SAFETY

What Successful LADBS Leaders Do and How to Do It

Session 4

Raymond Chan

Leaders are not born, but trained to be.

CITY LA DBS
DEPARTMENT OF BUILDING AND SAFETY

Self Introduction

My name is_____

My classification is_____

I work in/at_____

Leaders are not born, but trained to be.

What are the differences between a manager and a leader?

MANAGER	*LEADER*
Set procedure	*Set vision*
Manage status quo	*Challenge status quo*
Manage operation to run well	*Lead operation to improve*
In charge	*Take charge*
Get things done right	*Get right things done right*
Others work for him	*Others follow him*
Manage work of others	*Lead others to make a difference*
Direct others to work	*Motivate others to achieve*
Manage a group	*Build a team*
Have authority over the group	*May or may not have authority over the team*
Does not have to be a leader	***Should also be a manager*

After today's session, the differences will be more obvious.

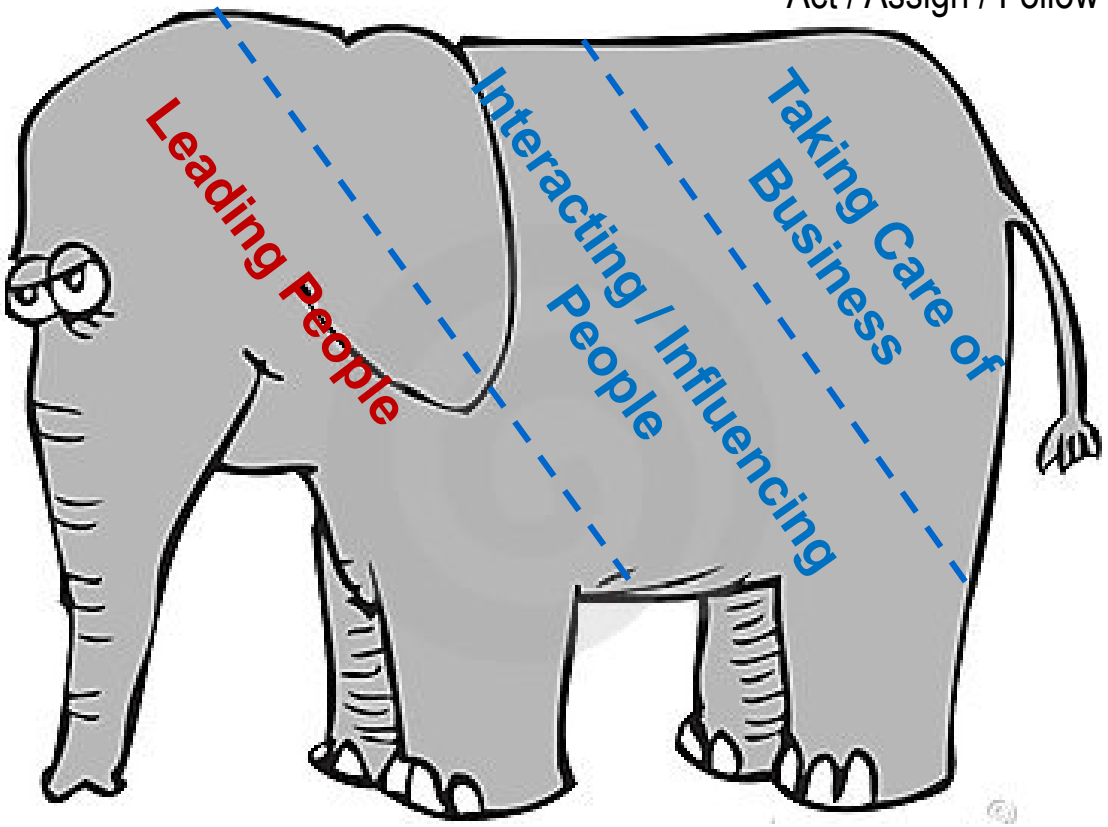
Ray's Picture of a Leadership Elephant

Session 4
Leading People
Honorable Characters
Achieving Commitments
Build / Motivate a Team
Lead Different Performance Styles
Create & Realize Visions
Define a Leader
Evaluate a Leader

Session 3
Interacting / Influencing People
Be Liked / Communicate Well
Deal w/ Different Personalities
Build Relationships
Build Consensus (Negotiation)
Meetings / Written Documents
Public Speaking
Interviews

Sessions 1 & 2
Taking Care of Business
Use These Tools
Email / Radar Screen
Calendar / Assignment Log
Action Plan / Timeline
To Manage Time/Work
Plan / Strategize
Prioritize / Schedule
Act / Assign / Follow-up

Influencing people to take care of business.



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Leading People
Leadership Qualities
Characters & Commitments

(virtues) *(attitude /mentality)*

Session 4 – Part 1

Leaders are not born, but trained to be.

No one wants to follow a leader
who has unscrupulous characters
or
who is lack of commitment.

A leader without followers is just a lonely person taking a walk.

We all want to follow a leader with
honorable characters (virtues)
and
achieving commitments (attitude / mentality)

We, as a leader, must posses such characters and commitments!

Please take 1 minute to write down
5 honorable characters
that you want your leader to have.

has **Integrity**
Righteous
Moral
Ethical
Law-abiding

Loyal
Faithful
Devoted

Honest
Truthful
Candid
Sincere

Respectful
Polite
Courteous
Humble

Kind
Sensitive
Considerate
Caring
Loving

Giving
Unselfish
Generous
Sharing

Appreciative
Grateful
Thankful

Supportive
Understanding
Responsive
Encouraging
Helpful

Accountable
Responsible
Reliable

Forgiving
Pardoning
Empathetic

Fair
Impartial
Unbiased

These are the same characters of a Likable Person!

Honorable Characters of a Leader *(Likable Person)*

Integrity – act righteously according to the law and moral principles

It is important to do things right, but it is more important to do the right things.

There is no pillow as soft as a clear conscience.

Do not jeopardize our integrity even during difficult times.

Loyal – remain trustworthy to a person or a duty

Loyalty is the cornerstone of any meaningful relationships.

I am loyal to you = I value our relationship and you can trust and rely on me.

Be loyal and display our loyalty to others.

Watch others' back and don't betray them.

Honest – tell the truth sincerely

Lying, when caught, damages credibility and jeopardize relationships.

Avoid the kind of conduct that we would have to lie about.

If truth should not be told, then don't tell ("No comment.") or tell it in a way that would not create a negative impact.

Tell a White Lie only if it is not told others will get hurt.

Respectful – be deferent, be modest and display good manner

Treat people with respect regardless of their positions.

It is nice to be important but it is more important to be nice.

If we lead thru fear, we will have little respect; but

if we lead thru respect, we will have little fear.

By being polite, respectful, and courteous, we will open many doors.

Kind – be considerate and show affection

Kind at heart is not enough, show kindness thru words and actions.

Kindness, we show and will be shown.

More can be accomplished thru kind words and actions than by force.

Giving – share with others unselfishly and tactfully

When we give and share, we will be given and shared.

Be generous to others. Giving or sharing (especially feelings) is the most effective way to build trust bond.

Appreciative – feel and express gratitude to others

"There is more hunger for love and appreciation than for bread." - Mother Teresa

Sincerely praise and thank others.

The more we appreciate what others do for us, the more they will do.

Supportive – recognize and promptly response to others' needs

A word of encouragement during failure worth more than an hour of praise after success.

Help the needed; encourage the discouraged.

Being responsive to others means we care and respect them.

Accountable – can be counted on to do what is expected or promised

Losers break promises and winners keep promises.

Accountability = reliability = credibility = promise made, promise kept.

Forgiving – willing to forgive others

It takes courage to forgive and more courage to ask for forgiveness.

Don't be afraid to ask for forgiveness, it is usually given when asked.

Let bygone be bygone.

Forgive those who wrong us; ask those whom we wrong for forgiveness.

When we forgive, we free our past and open doors for the future.

Fair – be reasonable and act without favoritism

Fairness is a matter of perceptions, there is no absolute fairness.

Nothing more unfair than to treat the unequal equally.

Made decisions free from personal biases.

Use "different strokes for different folks" concept to reason and decide.

Please take 1 minutes to write down
5 achieving commitments
that you want your leader to have.

Self-believing
Self-confident
Self-respected
has Self-esteem

Self-driven
Motivated
Proactive

Self-disciplined
Self-controlled
Shows Restraint

Self-critical
Self-evaluating
Improves Continuously

Enthusiastic
Aspiring
Optimistic
Upbeat

Persevering
Determined
Persistence
Enduring

Courageous
Daring
Stands for Values
Embraces Challenges
Takes Risks

Broadminded
Open-minded
Receptive
Flexible
Logical
has Common Sense

Imaginative
Visionary
Innovative
Forward-looking

Hard & Smart Working
Dedicated
Conscientious
Takes Care of Business

Model The Way
Leads by Example
Walks the Talk

I can't change the direction of the wind, but I can adjust my sails.
When I aim for an impossibility, I will accomplish the best possible.

Achieving Commitment of a Leader

Enthusiastic – have desire to achieve and hope for future outcomes

We can make two choices every day – to feel good or bad.

"What I do best is share my enthusiasm." - Bill Gates

I'm going to get thru this and be fine. The power to do it is all in my mind

Enthusiasm is contagious and so is lack of enthusiasm.

Act enthusiastic and people around you will become enthusiastic.

Self-believing – believe in self based on confidence in own ability

Nobody can make us feel inferior w/o our permission.

Four (4) ways to build self-believe:

- *Keep doing things we do well because accomplishments build self-believe.*
- *Keep doing things we fear of until we overcome the fear to build self-believe.*
- *Keep remembering our successes to remind us of our worth.*
- *Keep forgetting the negatives in our lives, if not they will knock us down.*

Believe in ourselves because we are better than we realize.

Self-driven – have interest and initiative to act

Motivation is the basic drive for 'getting things done:'

Have 'fire in our belly', nothing can stop us.

Self-disciplined – control self to do what is necessary and correct

Good habits are our allies and bad habits are our enemies.

Good habits are difficult to develop and bad habits are difficult to drop.

Self discipline is the act to conquer bad habits.

Self-discipline is a display of emotional and behavioral stability such as:

- *Do not react to peer pressure and do something bad*
  (just smile and say, "this is not my cup of tea")
- *Do not act at the moment of losing control*
  (take a deep breath, count up to 10, then act)
- *Don't get a big head when we win or get defeated when we lose.*
  (be a gracious winner or a non-discouraged loser)

Apply self-discipline will keep bad consequences away.

Persevering – act persistently despite of problems or difficulties

Perseverance is the corner stone of success:

- *If we knock long and loud enough at the gate, we will wake somebody up.*
- *There is no one giant step to get the job done - It's a lot of little steps.*
- *When the going gets tough, the tough gets going.*

"Never, never, never give up!" - Winston Churchill

Self-critical – notice and dwell on own shortcomings to improve

Self-criticizing is difficult because we often ignore own shortcomings and/or find excuse to justify them.

Conquer our bad shortcomings, or they'll eventually conquer us.

Imaginative – improve the future with new ideas and new approach

Do not just go where the path may lead, also go where there is no path and leave a trail.

"Logic will get you from A to B, imagination will take you everywhere." - Einstein

Broadminded – willing to accept new ideas, adapt to changes, and make logical judgment based on facts and experience

None of us is smarter than all of us.

All ideas lead to other ideas.

Changes are forever and are occurring more frequently now than ever.

Be receptive, apply logic and common sense to think "outside the box."

Courageous – dare to stand for values, embrace challenges, take risks and make mistakes

The only mistake one can make is being afraid to make one.
It is okay to take a risk and fall, as long as we can rise and walk again.
Do not be afraid of challenges but face them head-on.
Cautiously take risks and face challenges head on. They'll toughen and strengthen us.

Hard & Smart Working – diligently do the work with heart and mind, on time and with quality

Four (4) types of working attitude:

- *'Work is not part of life' - work as less as they can get away with*
- *'This is only a job' - work as much as they can during their work hours*
- *'This is my career' - work as much as they can*
- *'This is my business' - work as much as it takes to get the job done*

"I believe in luck, I find the harder I work the more I have of it." - Thomas Jefferson
If our best isn't enough, do beyond your best. That is how we improve.

Model The Way – lead by example and walk to the talk

Lead by example and walk the talk will earn us the highest respect.

Honorable Characters

w/ Integrity
Honest
Loyal
Respectful
Kind
Giving
Appreciative
Accountable
Supportive
Forgiving
Fair

are the
firm foundation stone upon which one must build to win respect and love.

Achieving Commitments

Self-believing
Self-driven
Self-disciplined
Self-critical
Enthusiastic
Persevering
Courageous
Broadminded
Imaginative
Hard & Smart Working
Modeling The Way

are the
self promises to press on, to get up, no matter how many times we get knocked down.

Questions
on
Leadership Qualities?

CITY LA DBS
DEPARTMENT OF BUILDING AND SAFETY

Leading People
Build / Motivate a Team

Session 4 – Part 2

Leaders are not born, but trained to be.

A Tale of Two Salespersons

Two shoe salespersons are sent to an undeveloped island to do market research. The natives on the island walk barefoot.

- 1st salesperson - *"No business opportunity here because people here **don't wear shoes**."*
- 2nd salesperson - *"Great business opportunity here because people here **don't have shoes yet**!"*

What is the difference between these two salespersons?

The 2nd salesperson had the 'CAN MAKE A DIFFERENCE' belief that the 1st salesperson didn't have.

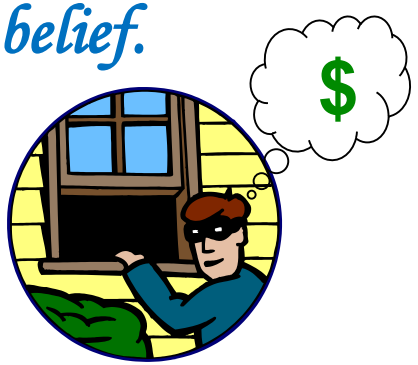
What is the reason for the difference?

The 1st salesperson was not motivated.

The 2nd salesperson was highly motivated.

Motivation spawns the 'can make a difference' belief.

After all, even criminals have motives behind their crimes.



Is it easier to coach a little league baseball team with kids who give it all to play the game
or
kids who play the game half-heartedly?

Would we want to lead this team?

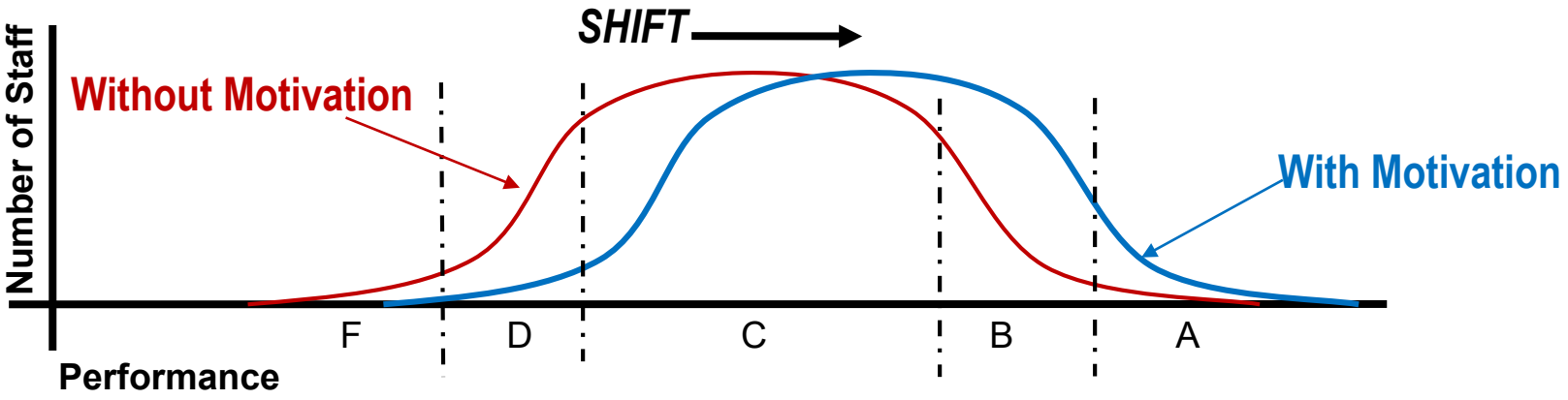
We all want to lead a motivated team.
But we have to build one first.

What does it mean by motivating people?

Motivating People
is to
raise their interest, belief, drive, and commitment ***to do things***
and
enhance their ability and strength ***while doing things***
so
they achieve a sense of accomplishment when ***things are done***
and
are inspired to ***do more and better****.*

The Wheel of Motivation

When people are motivated
their ***'can make a difference' belief*** will be stimulated;
their ***'getting it done' drive*** will be boosted;
they will ***do whatever it takes*** to finish the job; and
they will ***experience a sense of accomplishment*** when the job is done
which will further ***motivate them to do more and better.***



Motivation
May not be able to instantly convert a grade D staff to a grade A staff
but will convert some D staffers to C staffers,
some C staffers to B staffers, and
some B staffers to A staffers.

Yes, motivation can shift the performance curve!

What do leaders do to motivate others?

Build Trust w/ Others	Enable Others to Make Differences	Empower Others to Lift self-expectation	praise Others to Enhance Strengths	Redirect Others to Reduce Weaknesses	Celebrate w/ Others to Warm Hearts

Six (6) Processes to Motivate Others

I. Build Trust With Others

II. Enable Others to Make Differences

III. Empower Others to Lift self-expectation

IV. Praise Others to Enhance Strengths

V. Redirect Others to Reduce Weaknesses

VI. Celebrate with Others to Warm Hearts

How do the waterparks train the dolphins and killer whales to jump out of the pool, into the air and touch a ball?

I. Build Trust with Others

We cannot be a leader if others are not willing to be led by us.
To earn their willingness, we must first earn their trust.

Trust is like a bank account.
More deposit (do things to strengthen trust)
than withdrawal (do things to jeopardize trust)
the bank account will grow = more trust
On the contrary, we will be poor (*distrusted*).

Five (5) ways to build trust with others

Care for Others
(encourage the discouraged & comfort the discomforted)
Listen to Others
(share their feelings, thoughts, & walk in their shoes)
Help Others
(provide for the needed & help the helpless)
Ask Others for Help
(to receive is just as good as to give)
Ask Others for Criticism
(on the same playing field)

Care for Others

encourage the discouraged & comfort the discomforted

People don't care what we know until they know we care.

Display care by being considerate and showing affection:

- Express care when others feel discouraged/discomforted
  - Approach the person with a sincere, caring manner.
    "I notice that you look a bit disturbed, are you o.k.?"
  - If he/she does not want to talk about it, then just show our care.
    "I hope everything is o.k. Let me know if there is anything I can help."
  - If he/she opens up and talks, then listen empathetically.
  - If we want to provide suggestions, ask for permission to comment.
    "May I share my opinion on this matter with you?"
  - At the end of the communication, end it with a caring note.
    "I feel for you. Anytime you want to talk or need my help, I'll be here."
  - A few days later, check back to see where things are at.
- Ask others about things that matter to others.
  "How's you daughter doing in college?"
- Ask others what we can do for them.

Listen to Others

share their feelings, thoughts & walk in their shoes

Show me the baby (product) and DON'T tell me the labor pain (problem). - WRONG
Show me the baby (product) and ALSO tell me the labor pain (problem). - RIGHT

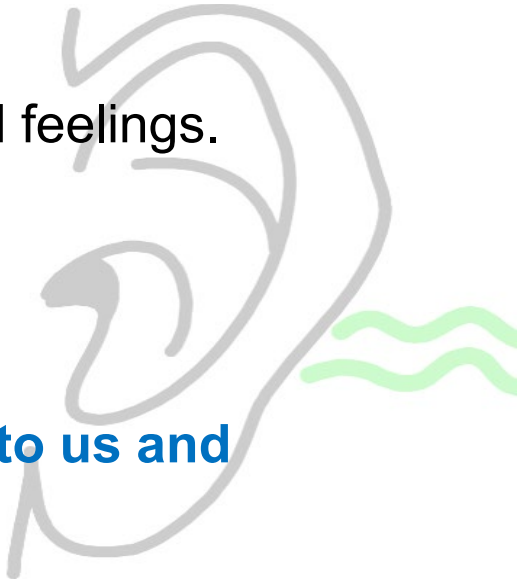
People have a need to get things off their chest.
Listening to them fulfills this need .

Get others to open up and talk to us:

- For vocal (direct type) people, just listen and they will spill their guts.
- For non-vocal (indirect type) people, reach out to them, initiate a conversation, ask open questions and listen.

Listening to others has other benefits:

- We show our respect by valuing their opinion and feelings.
- We will *'see their point'* and *'walk in their shoes.'*
- We will be able to interact and lead them better.



The more we listen to others,
the more others feel comfortable talking to us and
the trust will grow stronger.

Help Others

provide for the needed & help the helpless

Nothing touches the heart like a helping hand that comes at time of need.

Two (2) Rules of Thumb for providing assistances:

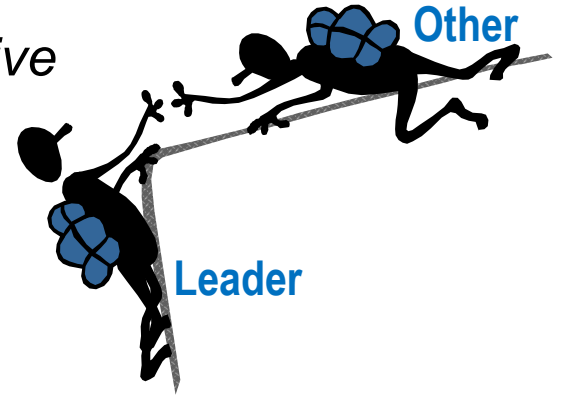
- 1st - Be ***flexible*** with others' request
  - When can say `Yes,' show willingness to do so.
  - When have to say `No,' be apologetic and provide reasons/options.
  - Stretch the 'policy' a bit if have to.

- 2nd - Be ***prompt*** with others' request
  When others request us to do something, do it promptly.
  That will show our:
  . respect and care for them
  . willingness to assist and support them

By being flexible and prompt to their request, others will feel that we can be counted on and the trust will grow stronger.

Ask Others to Help

to receive is just as good as to give



Giving is better than receiving. - *True*

Receiving is just as good as giving. - *Also True*

How do we feel when others ask us for help?
Do we feel closer to others after we help them?

How do others feel when we sincerely ask them for help?
Do they feel closer to us after they help us?

Asking for help has other benefits:

- We show that we feel close enough to them to ask for help.
- We show others that we have confidence in their ability.
- We downplay our leadership role and make us more personable.

Asking others to help means
we let others deposit into our bank account and
the trust will grow stronger.

Since "giving is better than receiving,"
let others be the better one.

Ask Others for Criticism

on same playing field

I want to be better, please show me how.

"Here is my book. I'll be interested to hear your compliments"

Others (especially our staffers & family members) are weakness because we constantly perform and act in their presence. Their criticism can help us improve.

- Also, asking for criticism makes others feel that:
  - We are open to their suggestions.
  - We don't play 'BOSS' with them.
  - We and they are on the same playing field.

  People like a person more if he/she is willing to admit own vulnerability.

- Then work on our weaknesses after they get pointed out.

Note - prior to asking for criticism, we must first develop an atmosphere for honest opinion so others will not worry about repercussions. Also expect to take a few punches (and some don't hold back).

Asking others for criticism will improve ourselves and the trust will grow stronger.

II. Enable Others to Make Differences

Almost everyone has the desire to make things better.
This desire is called the Seed of Motivation.

If staffers just do routine work and
do not involve in making differences to the operation,
the level of motivation may not be too high.

But if we identify opportunities for making differences to
bring out their interest, build up their confidence, and show them the way,
most of them will be motivated and enabled to make differences.

Five (5) ways to enable others to make differences

Share Visions with Others
(look at the same view & build consensus)
Enthuse Others to Participate
(build synergy)
Set Small Goals for Others to Reach
(build confidence & momentum)
Guide Others to Progress
(show the way & snowplow the trail)
Equip Others with Work Skills
(train the untrained & sharpen their tools)

Share Visions With Others

look at the same view & build consensus

People like to know the destination prior to embarking a journey.

Reasons for sharing visions with others:

- Visions grab people and bring them into the fold.
- Appeal to their need to make a difference.
  Especially if the undertaking has never been done before.
  "To boldly go where no man has gone before!" - Star Trek
- Others understand the differences that they are going to make.
- Others understand the benefits/positive impacts of doing so.
- The understanding will motivate them to participate.

Sharing visions with others means aligning views and building consensus to make differences together.

Enthuse Others to Participate

build synergy

Participation is the 1st step towards building a team.

Why would anyone pay for a ticket and fight through traffic to watch a game in a noisy arena when he/she could enjoy the game at home?
Because live actions in the arena create an atmosphere of PARTICIPATION.

Why do fans yell, 'defense, defense,' 'hold that line,' …during a game?
Because they believe their participation will 1) demonstrate their support for their team and 2) make a difference to the outcome.

This believe of `Participation will Make a Difference' brings enthusiasm and team spirit out of people.

Get others to participate by asking for their input as we are share visions:

- What should be added to the final product
- Where should be the areas of work
- What problems may arise and how to overcome

**When others participate as a planner,
they will be more willing to become a doer
to make differences together.**

Set Small Goals for Others to Reach

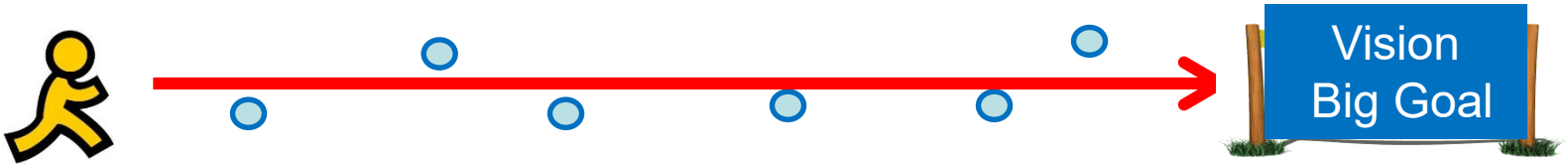
build confidence & momentum

Eat an elephant one bite at a time.

With the input from others, an improved vision is created.
Now is time to transform the vision into one big goal.
Then break the big goal into many small, achievable goals.

Reasons for having small goals:

- Small goals set milestones toward the big goal.



- Easier/faster to reach small goals so others could enjoy small wins.

Small wins build confidence,
boost enthusiasm, and firm commitment
to make differences together.

Guide Others to Progress

show the way & snowplow the trail

Plan the Act. Act the Plan.

1. Plan the act ***(set action plan - who will do what by when)***
   - Identify tasks *(to reach goal)* *'what will be done'*
   - Set due date for each task *(put ducks in the row)* *'when will be done'*
   - Assign tasks *(based on availability and ability)* *'who will do what'*

2. Act the plan ***(do it)***
   - Follow-up with others on their tasks.
   - Monitor the progress and make adjustment when things go sideway

No matter how well the plan is, there will be unexpected problems and issues that lead to discouragement. Pay attention to any signs of obstructions and lead others to blaze thru them.

The process could be frustrating and disappointing;
however,
Proper guidance will ensure progress in making differences.

Equip Others with Proper Skills

train the untrained & sharpen their tools

Nothing will be done perfect at first,
perfection comes a step at a time.

A new staff usually does not know what to do and how to do it.
(A new supervisor who is technically competent may not know how to lead a team.)
So it is important to equip others with good work knowledge and skills.

1. Start off by putting others at ease.
   - Get to know about their background, expertise, … *(listen to them)*
   - Assure them that we want them succeed. *(show care to them)*
   - Assure them that they can always count on us. *(assist them)*

2. Train them.
   - Explain their responsibilities and functions. *(what to perform)*
   - Explain and demonstrate to them their duties. *(how to perform)*
   - Have them perform to see if reinstruction is needed. *(verify performance)*
   - Check back frequently to provide feedback. *(ensure performance)*

No work skills, no performance, no making a difference.

III. Empower Others to Lift self-expectation

Aim high, shoot high. Aim low, shoot low.
Aim for an impossibility and achieve the best possible.

We all want to meet own self-expectation
so often we set our level of self-expectation
to a level that we feel we could meet comfortably ***(the comfort zone)***.
Advantage: No Disappointment / Disadvantage: No Improvement

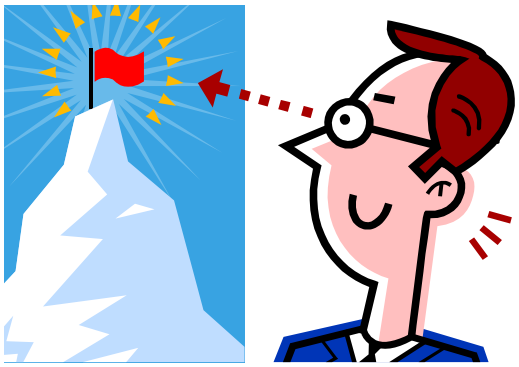
If others have low self-expectation, then:

- They would not perform beyond their (current) best.
- They would not achieve a good sense of accomplishment.
- They would not be very motivated.

If we can empower them to establish higher self-expectation, then others will perform more and better, achieve more satisfaction and be motivated.

Three (3) ways to empower others to lift self-expectation

Hold Ourselves to High self-expectation
(lead by example)
Express High Expectations for Others
(raise the bar)
Share Ownership with Others
(instill take-charge mentality)



Hold Ourselves to High self-expectation

lead by example

"The quality of a leader is reflected in the standards he set for himself."

Ray Kroc

Reasons for us to have high self-expectation:

- ***'Doing our (current) best'*** is not good enough.
  If it is, then we will never be better.
- Unless we walk the talk and lead by example, others will not follow us.
  - We must have high self-expectation before we want for others.
  - We must have higher self-expectation than what we expect for others.
  - We must demand more of ourselves than of others.
- Self-expectation, like enthusiasm, are highly contagious. Once we hold ourselves to high self-expectation, others will do the same because we set the bar and others do not want to be left behind.

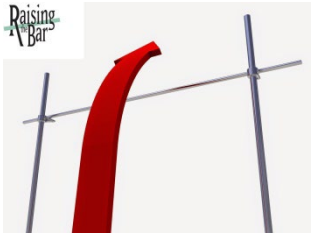
Constantly STRETCH ourselves out of our 'comfort zone' and perform beyond our (current) best is a good way to raise self-expectation.

Express High Expectations for Others

raise the bar

People rise to greatness if greatness is expected of them.

- Set high yet achievable standards for others to reach:
  - Explain that their task is important to the entire undertaking.
  - Explain the expected standard.
  - Explain that they may be stretched out of their comfort zones.
  - Explain that we have confidence in their ability.
  - Ensure that they will have our full support to meet the standard.
  - Ask for their commitment to do their best.



- When some are not able to reach the high expectation:
  - Talk and listen to them.
  - Comfort them, lift them up, and encourage them to try again.
  - Train them so they could perform better.

Even if some never meet the high expectation, as long as they try and aim high, they will hit higher and higher.

Treat others like a winner, many will turn out to be one.
The more they win, the greater their pride and confidence, and the higher their self-expectation.

Share Ownership with Others

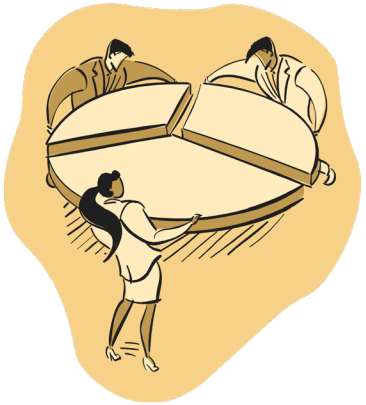
Instill take-charge mentality

Grant ownership to others by sharing info, responsibility and authority.

Would you care to take on a task
if you are not given any info, responsibility and authority?
Sharing info, responsibility, and authority to handle the responsibility is the 1st step of empowerment

Others will feel that:

- They are an 'insider' and are 'part of it.'
- The confidence and trust that we have in them.
- They have ownership *(this is my baby).*

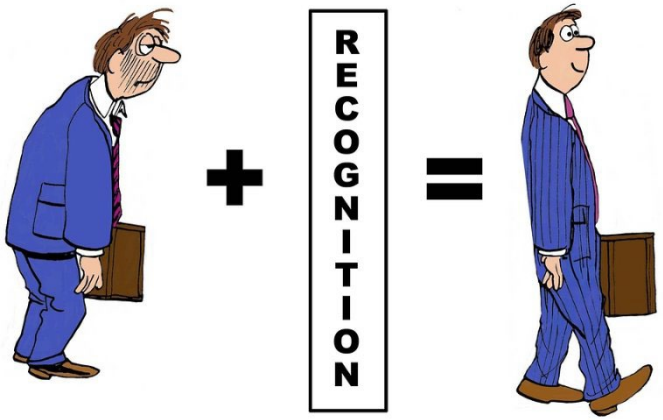


Others will:

- Care more and be more accountable.
- Develop a `take-charge' mentality.

Ownership yields take-charge mentality which will raise self-expectation.

Do you believe that praises can change someone's life?



How do you praise or recognize your staff?

IV. Praise Others to Enhance Strengths

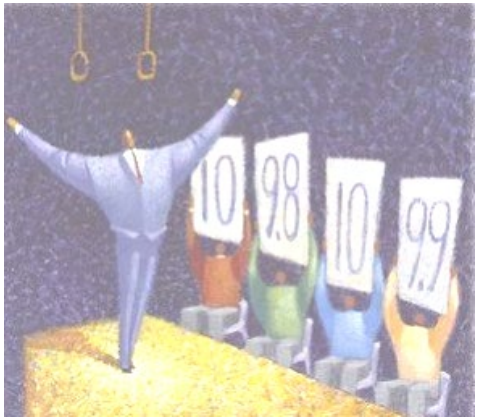
If feedback is the 'breakfast of champions,'
then recognition is the 'bacon and eggs.'
Recognition is the #1 motivator and strength enhancer among all.

It is essential to praise others because a pat on the back:

- Sparkles a sense of accomplishment. *(I did it!)*
- Boosts self-esteem. *(I am good!)*
- Raise self-expectation. *(I can do more!)*
- Enhances strengths. *(I can do better!)*
- Triggers the drive for more successes. *(I will do more & better!)*
- Turns the Wheel of Motivation.

Four (4) ways to praise others to enhance strengths

Catch Others Doing Right Things
(proactively provide positive reinforcement)
Praise Others for Small Good Deeds
(add fuel to keep the fire burning)
Recognize Others for Noteworthy Deeds
(step-by-step recognition)
Reward Others Tangibly
(show me the beef)



Catch Others Doing the Right Thing

proactively provide positive reinforcement

Praise progress first and result will come later.
Give others a good reputation to live up to.

Why should we proactively catch others doing the right thing?

NOT doing that forfeits many, many great opportunities to:

- Sparkles their sense of accomplishment.
- Boosts their self-esteem.
- Raise their self-expectation.
- Enhances their strengths.
- Triggers their drive for more successes.

We should often pay attention to others to catch them doing the right things. Then immediately:

- Praise them for their small good deeds.
- Recognize them for their noteworthy deeds.
- Provide them with tangible rewards once in a while.

Proactive positive reinforcement is a miraculous way to enhance strengths!

Praises Others for Their Small Good Deeds

add fuel to keep the fire burning

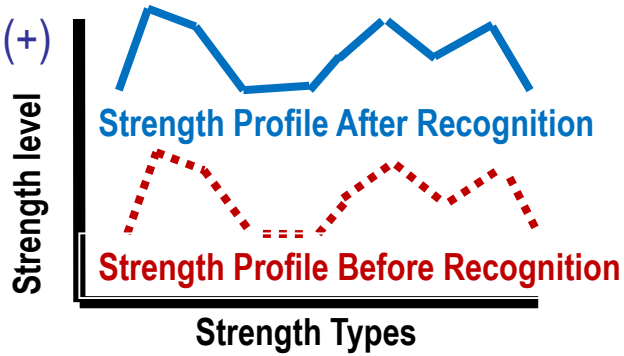
Everyone has this invisible sign hanging around his/her neck
"Please feel free to let me know how good I am."

People do small, good deeds ALL THE TIME!
(e.g. respond quickly, work faster than expected, display cooperative attitude, …)

Catch these moments and provide short, sincere praises verbally or in writing:

- *"Great job!" / "I am really impressed with what you did."*
- *"Wow, I hope I can be as good as you are in this area."*
- *"Because of your contribution, all of us have benefited."*
- *"I am very fortunate to have you on our team!"*

These short praises, like fuel to keep the fire burning,
boost morale and enhance their strengths.



Recognize Others for Noteworthy Deeds

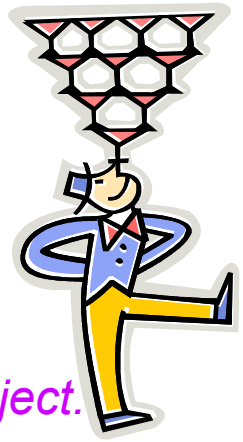
step-by-step recognition

Noteworthy deeds are more significant than small, good deeds.
(a milestone breakthrough, a continuous demonstration of great effort, …)

Five (5) steps to recognize noteworthy deeds:

1st Express appreciation specifically and in no uncertain terms.

- *"You have done an excellent job putting this project together."*
- *"I can see that you did a lot of good planning for this project."*



2nd Ask others how they did it.

- *"This is such a big issue, how did you resolve that?"*
- *"Can you tell me how you finish the project so quickly?"*

3rd Elaborate the positive effect caused by the deed.

- *"I hope you realize what you did greatly reduce the cost of this project."*
- *"And the results demonstrate your devoted effort."*

4th Remind others of their previous good deeds.

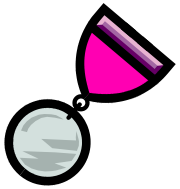
- *"Just as your last task, you have exceeded my expectation on this one."*
- *"You are amazing - constantly knock the work out with quality and on time."*

5th Encourage others to do more of the same and in other areas.

- *"If you use this approach in other areas, you will succeed more."*
  "You are amazing in this area, I urge you to apply it to …"

Reward Others Tangibly

show me the beef



- **Recognition Tokens**
  - trophies, pins, buttons, mugs, plaques, …
  - notice of commendation, appreciation certificates, …
  - employee of the month, quarter, or year

- **Public Recognitions**
  - in front of management, board of directors, …
  - display staff's picture, profile staff in newsletter, …

- **Small Perks**
  - lunches, drinks, dinners, ……
  - flexible time off & parking space (be careful)

- **Monetary Recognitions**
  - gift cards (equivalence), bonus, …
  - stock shares, partnership, …

- **Promotions**

IV. Redirect Others to Reduce Weaknesses

As a leader, what is the one thing we enjoy doing the most? Why?

Tell others they did a good job because that makes them and us happy.

As a leader, what is the one thing we hate doing the most? Why?

Tell others they did a bad job that makes them and us unhappy.

(a substandard performance, an unacceptable act, a misbehavior, …)

What if others had a misbehavior and we don't tell them?

Why some leaders rarely tell others when they did a substandard act?

They did not notice the substandard act.

They worry that they may hurt others' feelings.

They worry that they may be looked at by others as a 'bad guy.'

They worry that the outcome may worsen the situation.

They do not know how to tell others.

Number 1 Reason

They think telling others means DISCIPLINING them.

Disciplining vs Redirecting

Disciplining others is a punitive act to correct a misbehavior by penalizing them.

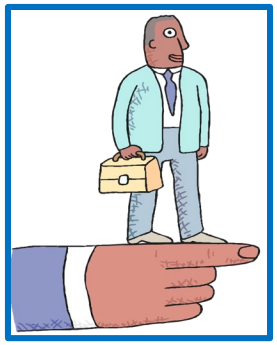
Redirecting others is a remedial act to correct a misbehavior without penalizing them.

Reasons for redirecting to correct a misbehavior

Prevent a 'Bad Apple' effect
Clear Miscommunication
Prevent Disciplinary Action
Help Staff to Improve

Three (3) ways to redirect others to reduce strengths:

Define Parameters to Others
(leave no doubt)
Redirect Others when a Misbehavior Noticed
(step-by-step redirection)
Follow-up with Others after Redirection
(praise for improvement or take disciplinary action)



Reasons for Redirecting Others to Correct a Misbehavior

- **Prevent the `Bad Apple Effect.'**

  A minor substandard act or misbehavior may not be a big deal, initially. However, if we ignore it, three (3) problems may arise:

  Problem 1: The person who misbehaved may think the misbehavior is acceptable and the problem may continue or get worse.

  Problem 2: Other people may also think the misbehavior is acceptable and do the same thing.

  Problem 3: Some other people may get discouraged, demotivated because the misbehavior may negatively impact them.

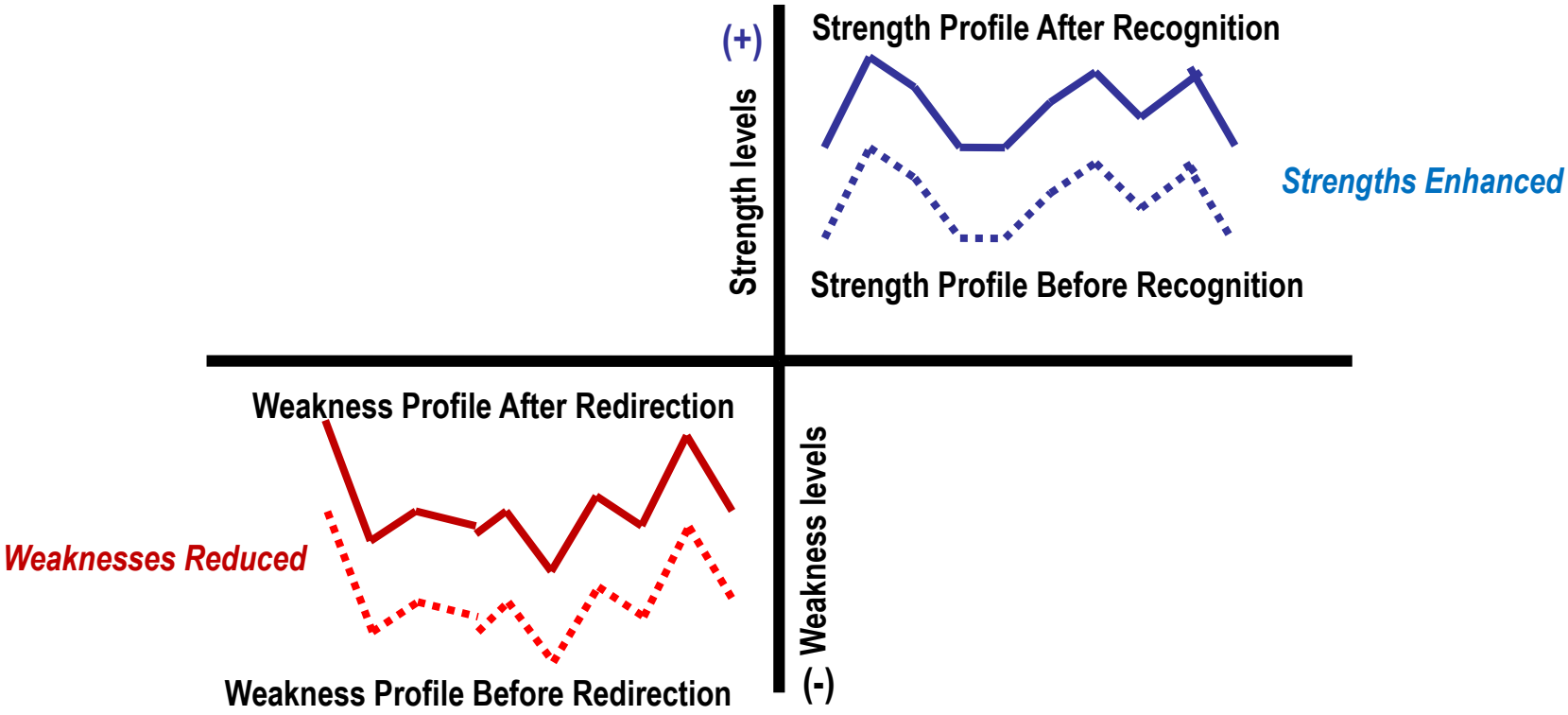
  So it is important for us to notice substandard acts or misbehaviors and carry out redirection immediately to avoid the 'Bad Apple Effect.'

- **Clear miscommunication between leader and others.**

  Sometimes when we assign a task to others, we may not have communicated clearly or adequately, and as a result, a substandard performance occurs. If we do not redirect immediately, others may continue to misbehave without knowing it. We may get more and more upset to a point that we blow up and start yelling at others. Then the working relationship will be jeopardized. This would have been avoided if there was a redirection to clear the miscommunication.

- **Prevent disciplinary actions.**
  Through proper redirection, most substandard acts could be corrected without using disciplinary action.

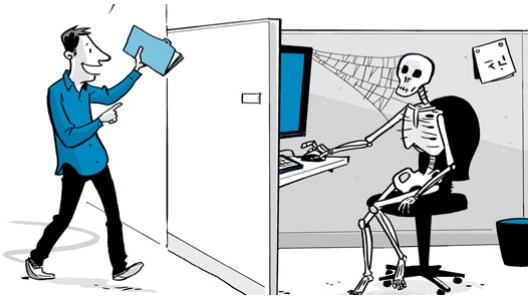
- **Help staff to improve.**
  Redirection, just like recognition, is feedback on performance.
  Both acts help others to perform beyond their (current) best:
  - Recognition is an act to enhance the strengths of people.
  - Redirection is an act to reduce the weaknesses of people.



Define Parameters to Others

leave no doubt

I don't know that you are waiting for this. Sorry!



It is better to start off tough, then be nice than start off nice, then be tough.

Explain applicable parameters to others ahead of time:

- missions *(visions, goals, plans, directions, …)*
- work rules *(principles, regulations, policies, …)*
- operational procedures *(guidelines, instructions, practices, …)*
- performance evaluations *(standards, expectations, measurements, …)*

Others will then know what to go by and what is expected of them.

Also explain that constructive feedbacks will be provided in the future to:

- Recognize their good performance.
- Make suggestion for improvement.
  "Is it okay for me to discuss improvement opportunity with you if I see any?"
- Emphasize that the feedback is not to hurt anyone, but to reduce weaknesses and promote improvement.

This early notice will avoid unnecessary misunderstanding, embarrassment, or hard feeling if and when redirecting action is needed and taken.

Redirect Others when a Misbehavior Noticed

step-by-step redirection

People are okay, it's their behavior that may be problematic sometimes. Carry out redirection with a caring and not an upset attitude.

It is the behavior that we need to redirect and not the individual. Do not attack the person's value or dignity but only focus on the substandard act.

(Don't say, "You are not too smart, aren't you? You are an idiot!")

Redirection, in order to be effective, must be handled very delicately. If we make mistakes during the redirecting process, we may worsen the situation, upset and demoralize others.

(Don't say, "Why did your car has to break down today?")

If redirection is done incorrectly *(such as we say the wrong thing)*,

- Others would fall back to a defensive position *(most common reaction).*
- Others would not be thinking about his/her substandard act but about our misbehavior in handling the redirection.

If redirection is done correctly, most substandard acts can be corrected.

Step-by-step Redirection

1st Calmly identify the misbehavior and reasons for its disapproval to the person.

- Approach him/her calmly.

  "If you have some time, may I talk to you?"

- Be sensitive and brief when pointing out the misbehavior.

  "I hope you don't mind if I bring this to your attention.
  Lately, I've noticed that .....
  I am concerned and would like to bring this to your attention."

Be brief and stick to the specific incident or problem.

2nd Patiently listen to the person's explanation.

- Let the person explain the reasons/excuses for the misbehavior. Be patient, sensitive and empathetic while listening.
- Usually, there are three (3) types of explanations:
  - *He/she does not know that the act is substandard or unacceptable.*
  - *He/she knows that act is unacceptable but has a valid reason for doing.*
  - *He/she knows that act is unacceptable but did it despite the fact.*

3rd Redirect the person according to the explanation.

1st type *(he/she does not know that act is unacceptable)*
Explain why it is unacceptable and the problem may be solved.

"Just as I thought. I didn't think you realize that .....has caused some problems. Let me explain to you why this causes problems."

2nd type *(he/she knows the act is unacceptable but has an acceptable reason)*
Acknowledge his/her situation and try to work out some alternatives with him/her to avoid the recurrence of that act.

"Now I understand your situation. Can we work something out so we can resolve this situation? How about if we do this .....?"

3rd type *(he/she knows the act is unacceptable and did it despite the fact)*
He/she usually will not tell us that he/she just wants to abuse the system so we have to use judgment to come to that conclusion.
Express disappointment about that act and explain the consequences that it may have caused.

"I am disappointed because it has caused some problems. Let me explain."

Then tell the person it is important that this act does not occur again.

"Can we do something so this will not happen again?"

4th Clearly state that only the act was unacceptable and not him/her.

After the redirecting message, make him/her understand that:

- It was only the act that is unacceptable and not him/her personally.
- The unacceptable act does not define him/her.

"You are a good person and I don't think any less of you. My intention was to resolve the problem and improve the situation."

So he/she would not view this redirection as a personal attack.

5th Ask for commitment for not repeating the unacceptable act.

"Can I have your agreement that there will be improvement and this will not happen again?" [An Oral Contract]

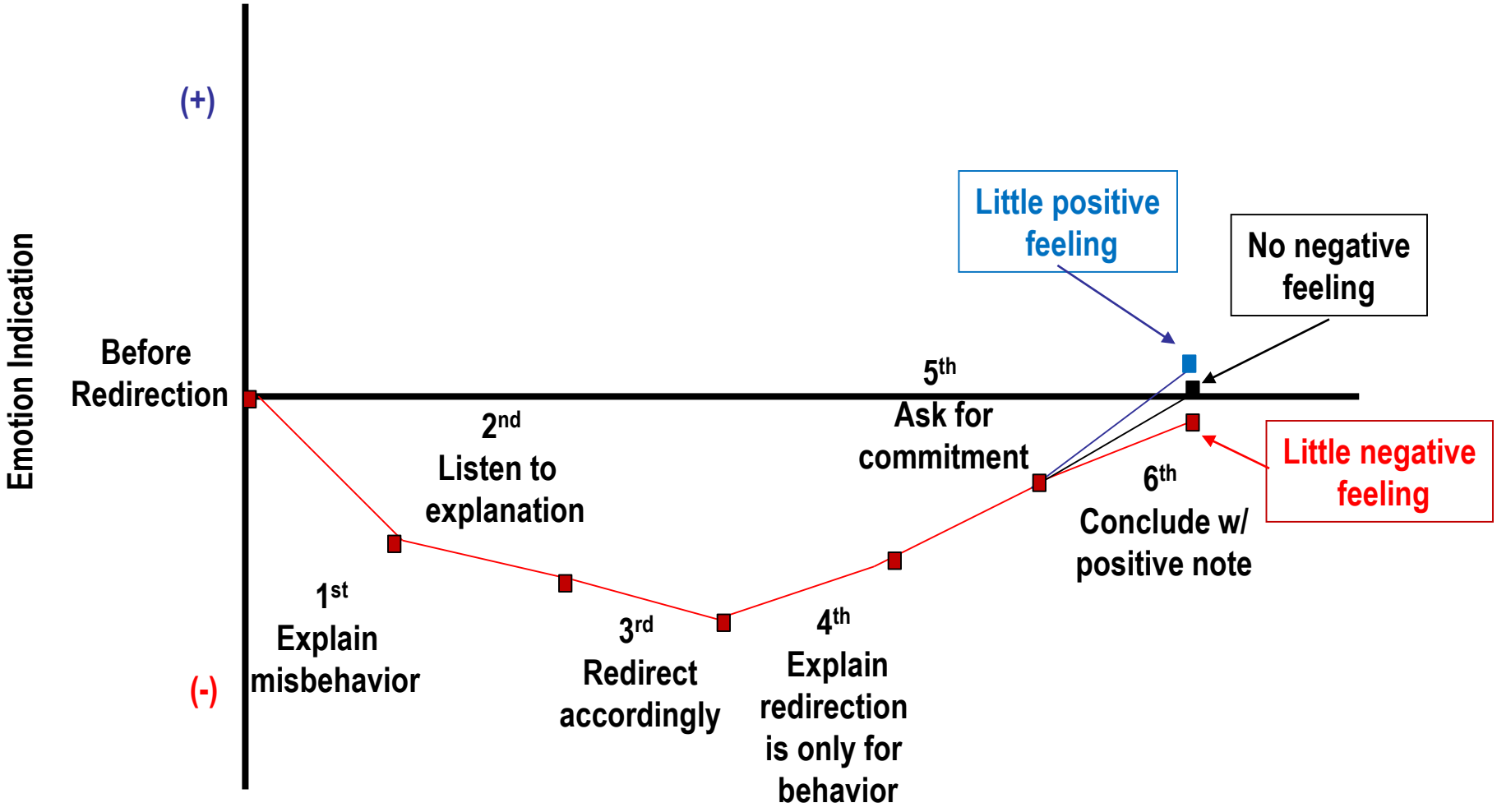
6th Conclude the redirection with a positive note to make sure the person has little or no negative feeling.

At this point, even we try not to hurt his/her feeling, he/she may still feel uncomfortable, embarrassed, or sad. We should not conclude the redirection unless these negative feelings are eliminated or reduced to a minimum level. Lift up his/her emotion by reminding him/her about:

. the good work that he/she had previously done, and
. the praises and recognitions he/she had previously received.

"You have been doing a great job in these areas such as… and I think highly of you. This discussion is only to help you to be even better."

The Person's Emotion at Each Step of the Redirection Process



Follow-up w/ Others After Redirection

praise for improvement or take disciplinary action

There are two possible outcomes after redirecting:

- The person makes the improvement.
- The person continues the unacceptable act.

We need to follow-up to determine which outcome it is.

- If improvement is made, then let him/her know that we noticed and thank him/her for the effort to make the improvement.

  "I noticed that you have been performing very well. I just want to thank you for the improvement."

- If the unacceptable act continues, then repeat the redirection or take disciplinary action.
  - Sometimes it may take a few redirections before an unacceptable act is corrected.
  - If after repeated redirections and the act still continues, then we need to take disciplinary action

VI. Celebrate w/ Others to Warm Heart

"The more we celebrate in life, the more there is in life to celebrate."

Oprah Winfrey

None heightens team spirit as well as tastes of successes.

Small wins *(reach small goals)* that keep enthusiasm going.

Big win *(reach final goal)* that brings the ultimate sense of accomplishment.

The more success others have,
the more they are motivated to be part of the team.

Two (2) ways to celebrate with others to warm hearts

Share Successes with Others

(heighten team spirit)

Celebrate Successes with Others

(enrich winning spirit)

Share Successes w/ Others

heighten team spirit

A leader takes more than his share of blame, less than his share of credit.

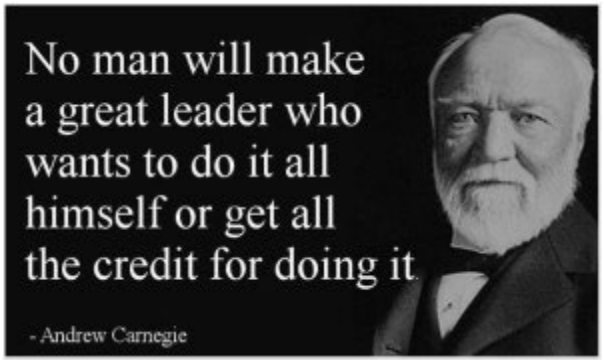
A leader is responsible to lead others to succeed as well as to ensure others have a fair or more than a fair share of the success because the more success others have, the more they are motivated to be part of the team.

A want-to be leader takes all the credit for the success. *"I did it!"*

(Nothing gets leaders off track more quickly than a big head and false pride.)

An average leader shares the credit for the success w/ others. *"We did it!"*

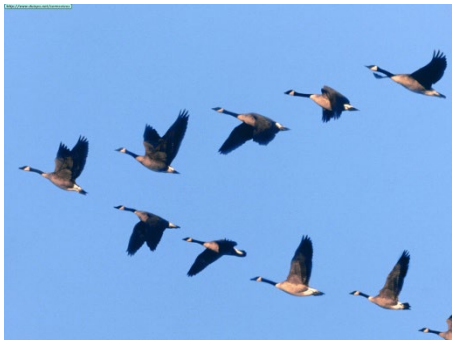
A good leader credits others for the success. *"They did it!"*



The more credits we give to others
the more they credit us as a leader in their heart.

Celebrate Successes w/ Others

enrich winning spirit



We are the champion!

Geese fly in flocks and make noises.
What are the noises for?
To cheer for each other.
We, as a leader, do the same.

We cheer for others by:

- Caring for others *(encourage the discouraged and comfort the discomforted)*
- Assisting others *(provide for the needed and help the helpless)*
- Recognizing others *(catch them do the small and noteworthy deeds)*

Yet, the best cheer to celebrate successes thru:

. a casual breakfast or lunch
. a gathering after work
. a small or big party
. an event

These celebrations enhance team spirit and make others like a winner.

The more we celebrate, the more there is to celebrate.

Ultimate Motivation

Motivations are like showers, both don't last long.

That is why we have to regularly motivate others and *ourselves.*

Praises/recognitions from someone else motivate us.
But if we only rely on others to lit the fire within us, it will burn briefly.

The ultimate motivation is the fire within us.

It is lit by

Our kind, giving, and supportive CHARACTERS
that motivate us to help people.

Our self-driven, persevering and accountable COMMITMENTS
that motivate us to do what it takes to get the job done.

Our taking-care-of-business, interacting w/ people, and leading people SKILLS
that motivate us to make differences.

And this internal flame is called "Fire in the Belly!"

However, even this internal flame needs fuels. So everyday, we should:

- PRAISE ourselves for what we are good at and how good we are.
- ENCOURAGE ourselves to be better.

The ones who win championships motivate themselves!

SIX PROCESSES TO MOTIVATE OTHERS

I. Build Trust with Others:

1. Care for Others (encourage the discouraged & comfort the discomforted)
2. Listen to Others (share their feeling, thought, & walk in their shoes)
3. Assist Others (provide for the needed & help the helpless)
4. Ask Others for Help (to receive is just as good as to give)
5. Ask Others for Criticism (on the same playing field)

II. Enable Others to Make Differences:

1. Share Visions with Others (look at the same view & on the same page)
2. Enthuse Others to Participate (build synergy)
3. Set Small Goals for Others to Reach (build confidence & momentum)
4. Guide Others to Progress (show the way & snowplow the trail)
5. Equip Others with Work Skills (train the untrained & sharpen their tools)

III. Empower Others to Lift self-expectation:

1. Hold Ourselves to High self-expectation (lead by example)
2. Express High Expectations for Others (raise the bar)
3. Share Ownership with Others (instill take-charge mentality)

IV. Praise Others to Enhance Strengths:

1. Catch Others Doing Right Things (provide proactive positive reinforcement)
2. Praise Others for Small Good Deeds (add fuel to keep the fire burning)
3. Recognize Others for Noteworthy Deeds (step-by-step recognition)
4. Reward Others Tangibly (show the beef)

V. Redirect Others to Reduce Weaknesses:

1. Define Parameters to Others (leave no doubt)
2. Redirect Others when a Misbehavior Noticed (step-by-step redirection)
3. Follow-up w/ Others after Redirection (praise for improvement or take disciplinary action)

VI. Celebrate with Others to Warm Hearts:

1. Share Successes with Others (heighten team spirit)
2. Celebrate Successes with Others (enrich winning spirit)

Questions
on
Build / Motivate a Team?

CITY LA DBS
DEPARTMENT OF BUILDING AND SAFETY

Leading People
Lead Different Performance Styles
(Situational Leadership)

Session 4 – Part 3

Leaders are not born, but trained to be.

A Tale of

Three Teachers and Two Students

Mr. Support, Ms. Direct, and Ms. Situation

John and Mary

1st English Teacher - Mr. Support

Each student has his/her own file.
During the class, students pull out own file and reads/writes as they please.
If a student has a question, Mr. Support will come over to help.
Mr. Support uses the **FREE STYLE** teaching
More Effective with students **with high motivation and competence** because the style provides the support and opportunity for them to reach full potential and be as good as they can be.
Less Effective with students **with low motivation and competence** because the style does not provide the direction and discipline to 'stretch' them to overcome the growing pain and improve.

John likes to read/write.
He is motivated and competent.
Free Style teaching
provides the support and opportunity for him
to reach full potential
and be as good as he can be.

RESULT
Tom gets an 'A+'.

Mary does not like to read/write.
She is not motivated nor competent.
Free Style teaching
does not provide the direction and discipline
to 'stretch' her to overcome the growing pain
and improve.

RESULT
Mary gets an 'F'.

2nd English Teacher - Ms. Direct

During the class, Ms. Direct says,
"Let's read chapter 3 and write a summery. I'll be back in 20 min. to discuss your summary."
Then she comes back and reviews their summaries.
Ms. Direct uses the **OLD SCHOOL STYLE** teaching
More Effective with students **with low motivation and competence** because the style provides the direction and discipline to 'stretch' them to overcome the growing pain and improve.
Less Effective with students **with high motivation and competence** because the style does not provides support and opportunity for them to reach full potential and be as good as they can be.

John likes to read/write.
But he is bored and not motivated.
Old School Style teaching
does not provide the support and opportunity
for him to reach full potential
and be as good as he can be.

RESULT
Tom gets an 'A'
but gets a poor citizenship review.

Mary does not like to read/write.
But she has to follow the curriculum.
Old School Style teaching
provides the direction and discipline
to 'stretch' her to overcome the growing pain
and improve.

RESULT
Mary gets a 'B'
and keeps on improving.

3rd English Teacher - Ms. Situation

Ms. Situation uses both the **FREE STYLE** and **OLD SCHOOL STYLE** teachings

She applies the Free Style to teach John
who has **high motivation and competence** because
the style provides support and opportunity for him to reach full potential and be as good as he can be.

She applies the Old School Style to teach Mary
who has **low motivation and competence** because
the style provides direction and discipline to 'stretch' her to overcome the growing pain and improve.

John likes to read/write.
He is motivated and competent.
Free Style teaching
provides the support and opportunity for him
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RESULT
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Mary does not like to read/write.
But she has to follow the curriculum.
Old School Style teaching
provides the direction and discipline
to 'stretch' her to overcome the growing pain
and improve.

RESULT
Mary gets a 'B'
and keeps on improving.

Three (3) Styles of Teaching *[Leadership]*

Mr. Support's Free Style is the ***Supportive Leadership Style.***
Its leaders apply **Hands-off *(Laissez Faire)* Management**.
They are being viewed by others as soft and easy.
A Likable but Ineffective Leaders.

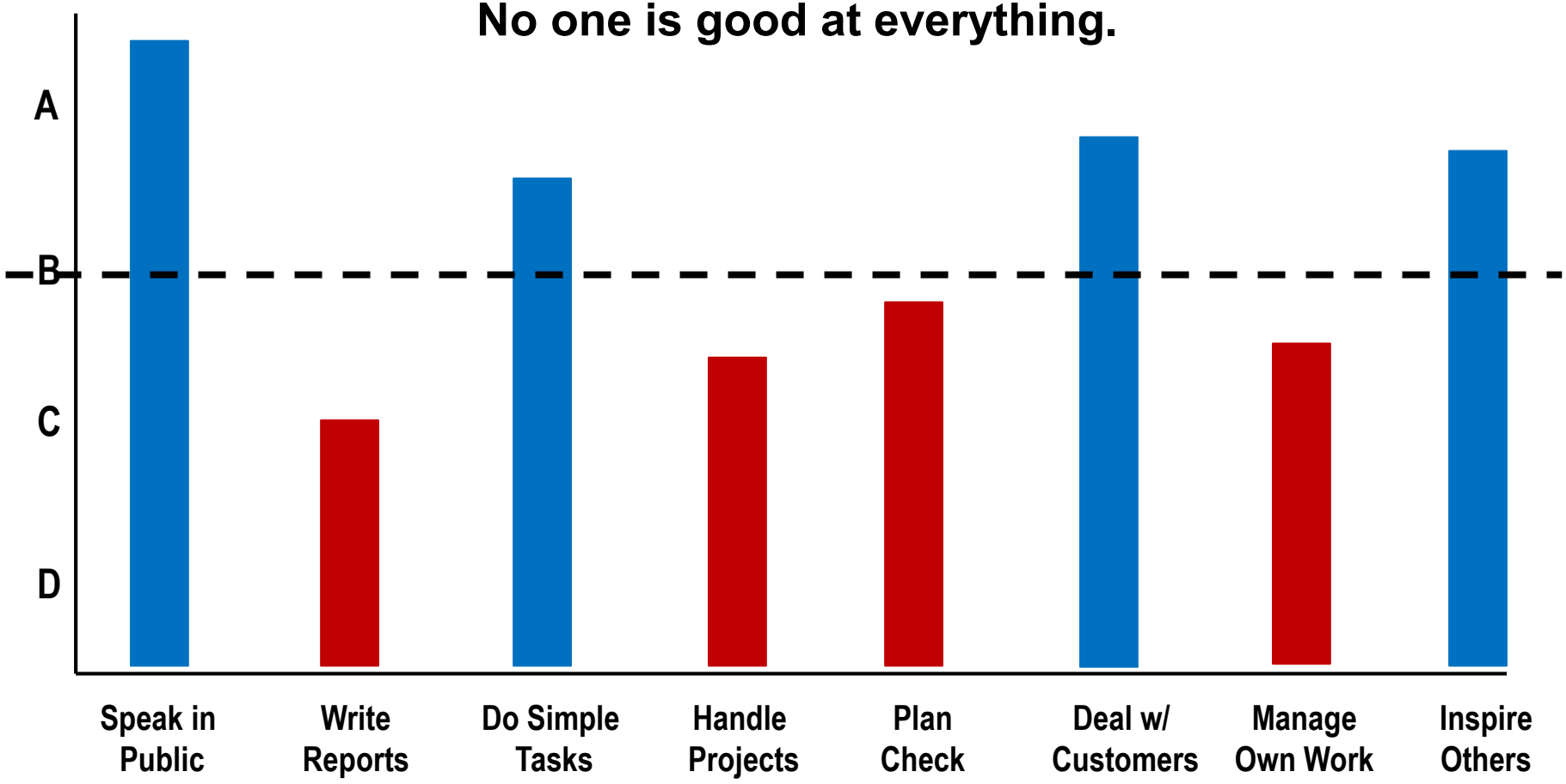
Ms. Direct's Old School Style is the ***Directive Management Style.***
Its leaders apply **Hands-on *(Micro)* Management**.
They are being viewed by others as tough and tyrannical.
An Effective but Mean Leaders.

Ms. Situation's Combined Style is the ***Situational Leadership Style.***

Its leaders apply ***Hands-off Management as much as possible***
on others **WHEN** they need only support and opportunity to excel
and are being viewed as soft and easy.

They also apply ***Hands-on Management as much as needed***
on others **WHEN** they need direction and discipline to improve
and are being viewed as tough and domineering.
A Likable and Effective Leaders.

Every one is good at something.
No one is good at everything.



A person's performance varies from one task to another depending on his/her level of commitment and competency for the task.

Since different level of commitment and competency produce different performance

and

different performance call for different leadership style to lead;

therefore,

Different level of commitment and competency call for different leadership style to lead.

A Situational Leader applies different leadership styles to lead a person on different tasks (situations) based on his/her level of commitment and competency for the tasks.

Situational Leadership

Different stroke (different leadership styles)
for
different folk doing same task (different performance styles)
same folk doing different tasks (different performance styles)

we, **Situational Leaders**, must be able to:

Understand and identify
different Performance Styles Carried out by others.
(the demands)

Understand
different Leadership Styles Carried out by Us.
(the supplies)

Apply
different Leadership Styles to different Performance Styles.
(supplies for demands)

Four (4) Performance Styles Carried Out by Others

	Low Competence	High Competence
Strong Commitment	*Strong Commitment* & *Low Competence* ***(Willing but Not Ready)*** **P1 - Enthusiastic Learner**	*Strong Commitment* & *High Competence* ***(Willing and Ready)*** **P4 - Enthusiastic Achiever**
Weak Commitment	*Weak Commitment* & *Low Competence* ***(Not Willing and Not Ready)*** **P2 – Reluctant Operator**	*Weak Commitment* & *High Competence* ***(Not Willing but Ready)*** **P3 - Reluctant Contributor**

Enthusiastic Learners

P1 Performance Style *(Strong Commitment & Low Competence)*

Characteristics

New to task	*Unskillful / Inexperienced*	*Confident based on hope*
Motivated by task	*Want to do well*	*Willing to put in effort*
Eager to learn	*Optimistic / Excited*	*Willing / Not Ready*

Typical Comments

"That sounds great. Can I be part of this?"
"I can't wait! Where do I start?"
"I think I can handle it. What do you need me to do?"

Needs / Demands (from Leaders)

For their Competence:

- clear goals, plans, timelines, and priorities provided
- clear roles, duties, and performance standards provided
- work knowledge and skills trained and monitored
- solutions to problems provided

For their Commitment:

- enthusiasm recognized
- progress praised
- feedback provided
- assurance that it is okay to make mistakes

Reluctant Operators

P2 Performance Style *(Weak Commitment & Low Competence)*

Characteristics

Not new to task	*Unskillful / experienced*	*Not confident - past experience*
Not motivated by task	*Do not do well*	*Unwilling to put in effort*
Don't want to start	*Overwhelmed / Frustrated*	*Unwilling / Not Ready*

Typical Comments

"I am not familiar with this. Can someone else do this?"
"I tried and I tried but it didn't go well."
"There's no way I can do that."

Needs / Demands (from Leaders)

For their Competence:

- clear goals, plans, timelines, and priorities reiterated
- clear roles, duties, and performance standards reiterated
- work knowledge and skills brushed up and monitored
- solutions to problems suggested

for their Commitment:

- confidence and motivation boosted
- improvement praised
- follow-up needed
- reassurance that it is okay for trying but not being perfect

Reluctant Contributors

P3 Performance Style *(Weak Commitment & High Competence)*

Characteristics

Longtime on task	*Skillful / Experienced*	*Confident from past performance*
Not motivated to work	*Do well sometimes*	*Unwilling to put in more effort*
Plug along	*Feel unrewarded/Bored*	*Unwilling but Ready*

Typical Comments

"Why me again? Isn't there someone else?"
"I can't do this because I'm buried right now."
"It is going to be a lot of work!"

Needs / Demands (from Leaders)

For their Competence:

- some direction and advice provided *(when is needed)*
- some expertise provided *(when is needed)*
- solutions to problems solicited *(from them)*

For their Commitment:

- responsibility shared to boost motivation
- contribution praised
- concern and feeling heard
- encouragement needed
- goal setting and decision making authority shared

Enthusiastic Achievers

P4 Performance Style (*Strong Commitment & High Competence)*

Characteristics

Longtime on task	*Skillful / Experienced*	*Very confident from past success*
Motivated by self	*Often do well*	*Willing to put in extra effort*
Enjoy Success	*Motived / Inspired*	*Ready / Willing*

Typical Comments

"I'll take care of it."
"I'll bring it home."
"When do you want this done?"

Needs / Demands (from Leaders)

For their Competence:

- some direction and advice provided (when they ask)

For their Commitment:

- responsibility delegated to show trust
- accomplishment praised
- war stories heard
- ego massaged
- goal setting & decision making authority delegated

Characteristics of Performance Styles

Enthusiastic Learners (P1 Style)	Reluctant Operators (P2 Style)	Reluctant Contributors (P3 Style)	Enthusiastic Achievers (P4 Style)
Strong Commitment Low Competence	Weak Commitment Low Competence	Weak Commitment High Competence	Strong Commitment High Competence
New to task	Not new to task	Longtime on task	Longtime on task
Level of Competence			
Unskillful Inexperienced	Unskillful experienced	Skillful Experienced	Skillful Experienced
Level of Commitment			
Confident based on hope	Not Confident due to past experience	Confident from past performance	Very Confident from past success
Motivated by task	Not motivated by task	Not motivated to work	Motivated by self
Want to do well	Do not do well	Do well sometimes	Often do well
Willing to put in effort	Unwilling to put in effort	Unwilling to put more effort	Willing to put extra effort
Eager to learn	Don't want to start	Plug along	Enjoy success
Optimistic Excited	Overwhelmed Frustrated	Feel unrewarded Bored	Motivated Inspired
Overall			
Willing but Not Ready	Unwilling and Not Ready	Unwilling but Ready	Willing and Ready

Needs / Demands for Performance Styles

Enthusiastic Learners (P1 Style)	Reluctant Operators (P2 Style)	Reluctant Contributors (P3 Style)	Enthusiastic Achievers (P4 Style)
Need for Competence To be provided: - clear goals & plans - priorities & timelines - roles & duties - performance standards To be provided: - solutions to problems To be trained: - knowledge & skills (then to be monitored)	**Need for Competence** To be reiterated: - clear goals & plans - priorities & timelines - roles & duties - performance standards To be suggested: - solutions to problems To be brushed up: - some knowledge & skills (then to be monitored)	**Need for Competence** To be provided: - directions (when is needed) - advice (when is needed) - expertise (when is asked) To solicit (from them): - solution to problems	**Need for Competence** To be provided: directions (when they ask) advices (when they ask)
Need for Commitment - enthusiasm recognized - progress praised - feedback provided - assurance that it is OK to make mistakes	**Need for Commitment** - confidence & motivation boosted - improvement praised - follow-up needed - reassurance that it is OK for trying but not being perfect	**Need for Commitment** - responsibility & authority shared to boost motivation - contribution praised - concern & feeling heard - encouragement needed - goal setting & decision making authority	**Need for Commitment** - responsibility & authority delegated to show trust - accomplishment praised - war story heard - ego massaged - goal setting & decision making authority delegated

Please identify the **Performance Style**
for each of the following cases:
Using PI, P2, P3, or P4

1. An excellent worker who always has strong desire to be the best. **P4**
2. A new staff who is excited about learning. **P1**
3. A staff feels unrewarded and does not care about performance. **P3**
4. A staff who is not motivated and having performance problem. **P2**
5. A frustrated staff has tried to do well but is going nowhere. **P2**
6. A staff who is eager to take on an unfamiliar assignment. **P1**
7. A staff loves to take charge of a project because he is an expert. **P4**
8. A good staff is losing interest and his performance is dropping. **P3**

Four (4) Leadership Styles Carried Out by Us

	High on Directive	**Low on Directive**
Low on Supportive	*Low on Supportive* & *High on Directive* **L1 – Directing**	*Low on Supportive* & *Low on Directive* **L4 – Delegating**
High on Supportive	*High on Supportive* & *High on Directive* **L2 – Coaching**	*High on Supportive* & *Low on Directive* **L3 – Guiding**

Directing

L1 Leadership Style *(Low on Supportive & High on Directive)*

Leaders retain all operational and decision making authority, provide specific instruction, and closely monitor performance and result.

Typical Comments

"Please do 1,2, and 3, then report back to me."
"Please closely follow the procedure I just mentioned. Please check with me first If you want to deviate from it."
"I really appreciate your enthusiasm. Keep up that spirit and you will do great."

Offers / Supplies (to Others)

For their Competence:

- set and provide clear goals, plans, priorities, and timeline
- set and provide roles, duties, and performance standards
- monitor progress and result
- train knowledge and skills
- provide solutions to problems

For their Commitment:

- recognize enthusiasm
- praise progress
- provide feedback
- assure that it is okay to make mistakes

Coaching

L2 Leadership Style *(High on Supportive & High on Directive)*

Leaders provides encouragement to boost confidence and motivation, solicit inputs but retain operational and decision making authority, provide instruction, and monitor performance and result.

Typical Comments

"I think we should do 1,2 and 3. What do you think? Brief me along the way."
"It is OK for not being perfect yet. I like you to try this ……."
"From my observation, you have great potential to do an excellent job. There are just couple of areas that hold you back. Let's sit down and discuss."

Offers / Supplies (to Others)

For their Competence:

- set and reiterate goals, plans, priorities, and timelines
- set and reiterate roles, duties, and performance standards
- help to improve some knowledge and skills
- monitor progress, result, and improvement
- Suggest solutions to problems

For his/her Commitment:

- boost confidence and motivation
- praise improvement but need to follow-up
- reassure that it is okay for not being perfect

Guiding

L3 Leadership Style *(High on Supportive & Low on Directive)*

Leaders provide encouragement to boost motivation, share operational and decision making authority, provide advice, and monitor result.

Typical Comments

"What do you think we should do? Just let me know when it is done."
"John is not familiar with this type of work. Can you please mentor John?"
"I need you to run this project because you are a pro in this area. Please tell me what your goal and plan are and make some decisions together?"

Offers / Supplies (to Others)

For their Competence:

- provide direction and advice *(when is needed)*
- provide technical expertise *(when asked)*
- solicit solution to problems from them

for their Commitment:

- share responsibility and authority to boost motivation
- praise contribution
- listen to concern and feeling
- provide encouragement
- involve them in setting goals and making decisions

Delegating

L4 Leadership Style *(Low on Supportive & Low on Directive)*

Leaders turn over operational and decision making authority and allow staff to maximize their potential, and provide advice only when asked.

Typical Comments

"Will you please take care of it?"
"Let me know if you need anything from me?"
"I totally trust you in handling this because you can do this better than me."
"Please tell me how you made this happen. I want to learn."

Offers / Supplies (to Others)

For their Competence:

- provide some direction and advice *(when they ask)*

For his/her Commitment:

- delegate responsibility to show trust
- praise accomplishment
- listen to war story
- massage ego
- delegate goal setting and decision making authority

A manager is having a meeting with a staff in her office. There are people having a loud conversation outside her office. The noise is annoying and is disrupting the meeting. The manager wants the staff to tell these people to keep the noise down.

What leadership style is the manager applying when she says…?

L1 – Directing / L2 – Coaching / L3 – Guiding / L4 – Delegating

"What do you think we should do about this noise?"

L3 – Guiding

"Please go tell those people to move the conversation somewhere. When you are done, come back and we will continue our meeting."

L1 – Directing

"Will you please take care of it? Thanks!"

L4 – Delegating

"I think you should go out and tell them to move. What do you think? Brief me along the way."

L2 - Coaching

Offers / Supplies from Four Leadership Styles

Directing (L1 Style)	Coaching (L2 Style)	Guiding (L3 Style)	Delegating (L4 Style)
Offer for Competence Set & provide: - clear goals & plans - priorities & timelines - roles & duties - performance standards Provide: - solutions to problems Train: - knowledge & skills (then to monitor)	**Offer for Competence** Reiterate: - clear goals & plans - priorities & timelines - roles & duties - performance standards Suggest: - solutions to problems Help to Brush up: - some knowledge & skills (then to monitor)	**Offer for Competence** Provide: - directions (when is needed) - advices (when is needed) - expertise (when is asked) Solicit (from them): - solutions to problems	**Offer for Competence** Provide: directions (when they ask) advices (when they ask)
Offer for Commitment - recognize enthusiasm - praise progress - provide feedback - assure that it is OK to make mistakes	**Offer for Commitment** - boost confidence & motivation - praise improvement - need to follow-up - reassure that it is OK for trying but not being perfect	**Offer for Commitment** - share responsibility to boost motivation - praise contribution - Listen to concern & feeling - provide encouragement - share goal setting & decision making authority	**Offer for Commitment** - delegate responsibility to show trust - praise accomplishment - listen to war story - massage ego - delegate goal setting & decision making authority

Please identify the **Leadership Style**
for each of the following cases:
Using LI, L2, L3, or L4

1. A leader recognizes the weaknesses of a staff and suggests how he/she can improve to boost confidence. **L2**
2. A leader trains a staff to perform a new task and closely monitors staff's performance. **L1**
3. A leader listens to and encourages a competent but underperformed staff. **L3**
4. A leader allows a superstar to take charge of a project. **L4**
5. A leader put in additional effort to train a staff. **L1**
6. A leader listens to a staff's frustration for not being proficient, suggests way to improve, then praise staff for improvements **L2**
7. A leader delegates all responsibilities and authorities to staff and gets involved only if staff asks him to. **L4**
8. Sensing the boredom of a staff, a leader involved staff to set goals and action plans. **L3**

Apply L1 Leadership to P1 Performance

Leaders play the role of *a TRAINER*

Enthusiastic Beginners (P1 Performance Style) Strong Commitment Low Competence	Directing (L1 Leadership Style) Low on Supportive High on Directive
Need for Competence To be provided: - clear goals & plans - priorities & timelines - roles & duties - performance standards To be provided: - solutions to problems To be trained: - knowledge & skills (then to be monitored) **Need for Commitment** - enthusiasm recognized - progress praised - feedback provided - assurance that it is OK to make mistakes	**Offer for Competence** Set & provide: - clear goals & plans - priorities & timelines - roles & duties - performance standards Provide: - solutions to problems Train: - knowledge & skills (then to monitor) **Offer for Commitment** - recognize enthusiasm - praise progress - provide feedback - assure that it is OK to make mistakes

Apply L2 Leadership to P2 Performance

Leaders play the role of *a QUARTERBACK*

Enthusiastic Beginners (P2 Performance Style) Weak Commitment Low Competence	Coaching (L2 Leadership Style) High on Supportive High on Directive
Need for Competence To be reiterated: - clear goals & plans - priorities & timelines - roles & duties - performance standards To be suggested: - solutions to problems To be brushed up: - some knowledge & skills (then to be monitored)	**Offer for Competence** Reiterate: - clear goals & plans - priorities & timelines - roles & duties - performance standards Suggest: - solutions to problems Help to Brush up: - some knowledge & skills (then to monitor)
Need for Commitment - confidence & motivation boosted - improvement praised - follow-up needed - reassurance that it is OK for trying but not being perfect	**Offer for Commitment** - boost confidence & motivation - praise improvement - need to follow-up - reassure that it is OK for trying but not being perfect

Apply L3 Leadership to P3 Performance

Leaders play the role of *a COACH*

Reluctant Operators **(P3 Performance Style)** Weak Commitment High Competence	**Guiding** **(L3 Leadership Style)** High on Supportive Low on Directive
Need for Competence To be provided: - directions (when is needed) - advice (when is needed) - expertise (when is asked) To solicit (from them): - solution to problems	**Offer for Competence** Provide: - directions (when is needed) - advices (when is needed) - expertise (when is asked) Solicit (from them): - solutions to problems
Need for Commitment - responsibility shared to boost motivation - contribution praised - concern & feeling heard - encouragement needed - goal setting & decision making authority	**Offer for Commitment** - share responsibility to boost motivation - praise contribution - Listen to concern & feeling - provide encouragement - share goal setting & decision making authority

Apply L4 Leadership to P4 Performance

Leaders play the role of *a TEAM MANAGER*

Enthusiastic Achievers **(P4 Performance Style)** Strong Commitment High Competence	**Delegating** **(L4 Leadership Style)** Low on Supportive Low on Directive
Need for Competence To be provided: directions (when they ask) advices (when they ask) **Need for Commitment** - responsibility & authority delegated to show trust - accomplishment praised - war story heard - ego massaged - goal setting & decision making authority delegated	**Offer for Competence** Provide: directions (when they ask) advices (when they ask) **Offer for Commitment** - delegate responsibility to show trust - praise accomplishment - listen to war story - massage ego - delegate goal setting & decision making authority

Please properly match the Leadership Styles to the Performance Styles. Write the numbers (1,2,3,.., 8) of the Leadership Style box next to the matched Performance Style box.

Performance Styles		Leadership Styles
1. **P4** An excellent worker who always has strong desire to be the best. .	4	1. **L2** A leader recognizes the weaknesses of a staff and suggests how he/she can improve to boost confidence.
2. **P1** A new staff who is excited about learning.	5	2. **L1** A leader trains a staff to perform a new task and closely monitors staff's performance. .
3. **P3** A staff feels unrewarded and does not care about performance.	3	3. **L3** A leader listens to and encourages a competent but underperformed staff.
4. **P2** A staff who is not motivated and having performance problem.	7	4. **L4** A leader allows a superstar to take charge of a project.
5. **P2** A frustrated staff has tried to do well but is going nowhere.	6	5. **L1** A leader put in additional effort to train a staff.
6. **P1** A staff who is eager to take on an unfamiliar assignment.	2	6. **L2** A leader listens to a staff's frustration for not being proficient, suggests way to improve, then praise staff for improvements
7. **P4** A staff loves to take charge of a project because he is an expert.	1	7. **L4** A leader delegates all responsibilities and authorities to staff and gets involved only if staff asks him to.
8. **P3** A competent staff is losing interest and his performance is dropping.	8	8. **L3** Sensing the boredom of a staff, a leader involved staff to set goals and action plans.

When we apply Situational Leadership, one of the three things happens:

(1) leadership style fits performance style
(2) leadership style overpowers performance style
(3) leadership style overpowered by performance style

When the leadership style fits the performance style (1) we will:

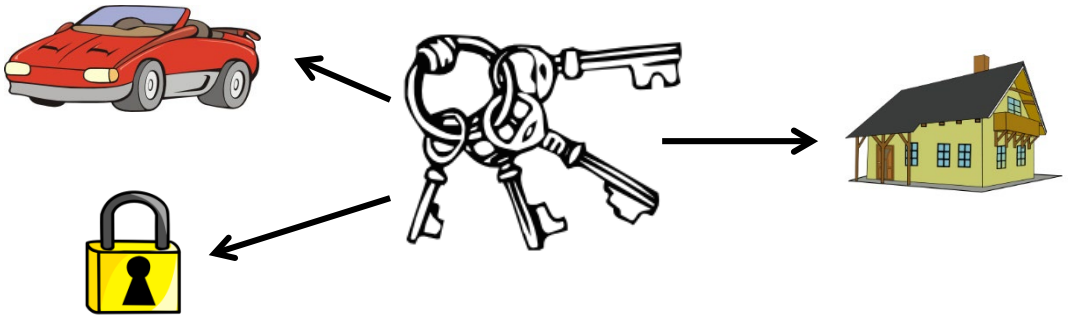
- Get the best out of others to perform. *(P1 - P4)*
- Boost confidence and motivation of others. *(P2 & P3)*
- Develop skills and knowledge of others. *(P1 & P2)*
- Provide opportunities for others to reach full potential. *(P4)*

On the contrary, a mismatch will creates negative impact on staff, us (the leader), and the task.

(2) mismatch will further discourage P2 & P3 and demotivate P4.
(3) mismatch will reduce performance of P1, P2, & P3

A Situational Leader
applies different leadership styles
to lead a person on different tasks (situations)
based on
his/her level of commitment and competency for the tasks.

Use different keys to open different locks!



Questions
on
Lead Different Performance Styles?

CITY LA DBS
DEPARTMENT OF BUILDING AND SAFETY

Leading People
Create & Realize Visions

Session 5 – Part 4

Leaders are not born, but trained to be.

Why do we, LADBS leaders, need to have visions for improvement?

Due to the complexity and diversity of this society, nothing remains static.
Changes are occurring more rapidly now than ever before.
We need to constantly improve to satisfy the demands for changes.

External Changes	Internal Changes
Economic cycle	*Budget*
Political climate	*Operational needs*
Regulations and laws	*Expectations from elected officials*
Expectations from industry	*Expectations from staff*
Workload	*Expectations from ourselves*

Demand Improvements

Size and distribution of work force
Distribution of workload
Responsibilities and functions of work force
Performance of work force
Operational procedures
Working environment

Unfortunately, the life span of any improvement is demandingly shorter.

There are consequences if we do not constantly improve:

Reduction in operational efficiency and effectiveness
Reduction in service quality
Reduction in business volume and revenue
Shorten the development cycle
Possible layoff
Reduction in staff morale
Reduction in elected officials' confidence and support
Survival of LADBS is at stake

As LADBS leaders, we must constantly create and realize the visions to improve our operation .

Nothing is forever except for Changes!

Is Gandhi a leader who could lead people to make a difference?

Is Hitler a leader who could lead people to make a difference?

What is the difference between Gandhi and Hitler?

Gandhi has a RIGHTOUS vision.
Hitler has an IMMORAL vision.

What did Gandhi and Hitler do in common to lead others to make a difference?

These MAY BE something that they did in common.

Created visions to make a difference.

Shared visions with others.

Motivated others to participate.

Came up with plans with others.

Carried out the plans with others.

Directed, guided, and supported others.

Monitored the progress with others.

Comforted others when they were discouraged.

Adjusted when things went sideway.

Celebrated success when things went well.

Praised others when they performed well.

Redirected others when they did not perform well.

Led by example.

Formula for Creating and Realizing Visions

Step 1.
Create visions to make a difference.

Step 2.
Share visions with others and enthuse them to participate.

Step 3.
Guide others to set goals and plan the acts.

Step 4.
Guide others to act the plan, monitor progress, and adjust.

Step 5.
Care for and train others along the way

Step 6.
Celebrate successes with others.

Where do we get ideas/visions to improve?

- Obtain directions/visions from our chain of command leadership.
- Ask others for suggestions to improve:
  - Regular customers
    (know what improvements should be made to improve service)
  - Staff members and Coworkers (who work side-by-side w/ your operation)
    (know what improvements should be made to improve operation.)
  - Chain of command leadership
    (know what improvements should be made to improve outcome.)
- Look around for opportunities to improve.
  (Everyone of you can easily name 5 improvement opportunities.)

Almost all our visions/ideas are for the purpose of:

Improving Customer Services
Improving Operational Efficiency/Effectiveness
Increasing Revenue
Reducing Expenditure

Enhancing the Outcome

Advise, Guide, and Assist Projects to Build Safe, Well, and Fast.

Development Services Enhancement Program

CITY LA DBS
DEPARTMENT OF BUILDING AND SAFETY

(simplified) Mission / Most Important Vision

Advise, Guide, and Assist Projects to Build Safe, Well, and Fast

Enhanced LADBS' Customer Services Culture

- Modified LADBS Mission Statement
- Established Customer Service Code of Conduct
- Held an Open House Workshop for the Public
- Proactive Customer Feedback/Input Program
- Code Training for the Development Industry
- Getting-to-Yes' Training for Supervisors and Managers
- Set up "Listen to the Industry" Sessions
- Set Up "Suggestion of Services Improvement" Program
- Set Up Recognition for "Walk the Extra Mile" Program
- Ongoing Presentations to the Development Industry

Implemented COMPSTAT Style Management for Accountability and Transparency

- Participated in Mayor's Open Data Initiative
- Posted Workload and Performance Metrics Online

Helped Projects to Build Faster to Stimulate the Economy

- Eliminated LAFD/LADBS P.C & Insp. Duplications
- Rolled out Saturday Inspection Program
- Established Online Permitting for Res. PV systems
- Expanded Preliminary Plan Review Service
- Rolled Out Inspection Case Management (ICM)
- Concierge at Development Services Centers
- Building Code Simplification
- Expanded Counter Plan Check (ECPC)
- Expand Development Services Case Management
- Expand Parallel Design Permitting Process
- Establish Parallel Development Process with DCP

Made Our City More Sustainable

- Initiated New Cool Roof and Cool Surfaces Regulations
- New GEM (Green, Electrical and Mechanical) Division
- Standard Plans to Streamline Sustainable System Permits
- Reduce Complaint Response Time
- Increase Cost Recovery for General Fund Operation
- Promote Green / Solar Technology
- Set Up Virtual Green Building Services Center
- Wood Soft Story Mandatory Retrofit Program

Use New Technology to Enhance Customer Services

- LADBS Virtual Emergency Department Operations Center
- Roll Out Online Building Records
- Revamp LADBS Website
- Roll Out Online Building Information
- Roll Out Proactive (CUP) Enforcement
- BuildLA – "One Click to Development Services"
- Add Call-back System Service for Call-in Customers

Formula for Creating and Realizing Visions

Step 1. Create visions to make a difference.

Be aware of the needs for improvement and challenge the status quo.

"If it isn't broke, don't fix it" is wrong.

"Challenge Status Quo."

Proactively identify improvement opportunities and deficiencies.

"Always have room for improvement."

Formulate a vision to overcome them.

"I have a dream!" - Dr. Martin Luther King

Step 2. Share visions with others and enthuse them to participate.

Gain support from others and stimulate their interest to participate.

Make others feel like a decision maker and they will be part of the team

Communicate ideas with others.

"Sharing Information is the 1st step of empowerment."

Encourage others' input and feedback.

"To listen is to respect."

When others start to get involved, synergy starts to grow.

"A team is being built."

Step 3. Guide others to set goals and plan the acts.

Good planning + effective actions = desirable result

Dissect the vision into small achievable goals.

"Create small win."

Set high standard to raise self-expectation.

"Aim high, hit high."

Set action plan (who will do what by when) to create a roadmap.

"Put the ducks in a row."

Share responsibility and authority to enhance level of commitment

"Pride of ownership."

Step 4. Guide others to act the plan, monitor progress, and adjust.

Ensure the plan will stay on track but adjust it when things go sideway.

Keep eyes on the ball to ensure it rolls in the right direction and speed.

"Be alert."

Track the progress *"We can't manage what we don't measure."*

When things go sideway, adjust. *"Put things back on the right track."*

Follow-up and follow-through. *"Don't drop any balls."*

Ensure work is done on time and w/ quality

"Have a sense of urgency and a fear of failure."

Step 5. Care for and train others along the way.

Encourage the discouraged & Comfort the discomforted.

"Others don't care what we know until they know we care."

Provide for the needed & Train the untrained.

"Breakfast knives can't chop trees."

Catch others do the right things and praise them.

"Enhance strengths."

Redirect them when they perform below standard.

"Reduce weaknesses."

Be a role model and lead by example.

"Walk the talk."

Step 6. Celebrate successes with others.

Warm hearts, lift spirits, and strengthen bonds.

"WE did it! WE are the champions!"

Create a sense of pride for the accomplishment.

"Keep the momentum going to face the next challenge."

Application of this formula
will continuously turn the Wheel of Motivation.

Examples of Implementing Formula for Creating and Realizing Visions	Code of Conduct	Performance Stat	ECPC	RHEP / ICM	Proactive Survey	Website	Concierge
Step 1. Create visions to make a difference.	X	X	X	X	X	X	X
Step 2. Share visions with others and enthuse them to participate.	X	X	X	X	X	X	X
Step 3. Guide others to set goals and plan the acts.	X	X	X	X	X	X	X
Step 4. Guide others to act the plan, monitor progress, and adjust.	X	X	X	X	X	X	X
Step 5. Care for and train others along the way.	X	X	X	X	X	X	X
Step 6. Celebrate successes with others.			X	X			X

Can you try to use this formula
to realize the vision for improvement
that you created in Session 1?

Questions
on
Create & Realize Visions?

CITY LA DBS
DEPARTMENT OF BUILDING AND SAFETY

Leading People
Define a Leader

Session 4 – Part 5

Leaders are not born, but trained to be.

Can you try to define a leader?

A leader is a person who has the leadership qualities,

Honorable Characters

w/ Integrity / Honest / Loyal
Respectful / Kind / Giving
Appreciative / Accountable
Supportive / Forgiving / Fair

Achieving Commitments

Self-believing / Self-driven / Self-disciplined
Self-critical / Enthusiastic / Persevering
Courageous / Broadminded / Imaginative
Hard & Smart Working / Modeling The Way

the leadership skillsets, and

Taking Care of Business

Use These Tools
Email / Radar Screen
Calendar / Assignment Log
Action Plan / Timeline
To Manage Time/Work
Plan / Strategize
Prioritize / Schedule
Act / Assign / Follow-up

Interacting / Influencing People

Personal Interaction
Be Liked / Communicate Well
Deal w/ Different Personalities
Build Relationships
Build Consensus (Negotiation)
Other Interactions
Meetings / Written Documents
Public Speaking / Interviews

Leading People

Build / Motivate a Team
Build Trust With Others
Enable Others to Make Differences
Empower Others to Lift self-expectation
praise Others to Enhance Strengths
Redirect Others to Reduce Weaknesses
Celebrate with Others to Warm Hearts
Lead Different Performance Styles

and the ability to realize righteous visions to make positive differences.

Step 1. Create visions to make a difference.
Step 2. Share visions with others and enthuse others to participate.
Step 3. Guide others to set goals and plan the acts.
Step 4. Guide others to act the plan, monitor progress, and adjust.
Step 5. Care for and train others along the way.
Step 6. Celebrate successes with others.

A well-rounded LADBS leader should carry out the following 7 roles:

1. **Getting-things-done Manager**
   Act, Assign, and Follow-up on work efficiently and effectively
2. **Performance-focused Manager**
   Measure, monitor, and ensure performance
3. **Change Leader**
   Make differences by creating and realizing VISIONS
4. **Team Builder**
   Build trust bond, raise morale, and earn respect from staff
5. **Team Player**
   Build alliance w/ City stakeholders and promote LADBS' image
6. **Consensus Builder**
   Negotiate to achieve Win-Win results and protect LADBS' interest
7. **Business Partner**
   Advise, guide, and assist customers to build safe, well, and fast

Seven (7) Roles of an LADBS Leader

1. Being a **Getting-things-done Manager**

Handle and Delegate tasks/assignments

- Strategize and plan out all the urgent and/or important work that have to be done.
- Prioritize and schedule 'when to do' the work
- Act on or delegate the work appropriately and promptly
- Follow-up and follow-through to ensure delegated work is completed on time and with quality
- Complete non-delegated work on time and with quality
- Be efficient, effective, and committed

2. Being a **Performance-focused Manager**

Apply Data-Driven management (manage what's measured)

- Create and review reports to capture meaningful data regarding workload and performance
- Analyze data to identify operational deficits and enhancement opportunities
- Conduct regular meetings with staff to discuss data and enhancement opportunities

3. Being a **Change Leader**

Make differences by creating and realizing visions

- Challenge status quo by proactively identifying improvement needed
- Work with and inspire staff to create BOLD ideas for improvements
- Establish a roadmap to realize ideas (an action plan that outlines who will do what by when)
- Implement the plan and track and evaluate the progress
- Make necessary adjustments as needed to ensure successful implementation

4. Being a **Team Builder**

Build trust, raise morale, and earn respect

- Care for staff by being kind, considerate, approachable, and responsive to their needs
- Empower staff by sharing values, information, responsibility, and authority
- Motivate staff by listening to their ideas and providing opportunities for them to be innovative
- Develop staff by mentoring, and providing and coordinating training
- Foster team cooperation and communication
- Practice ‘Hands-off’ management as much as possible and ‘Hands-on’ management as needed
- Be a role model and lead by example

5. Being a **Team Player**

Build alliance with other City stakeholders and promote LADBS' image

- Handle inquiries from the Mayor's Office (MO) and Council Offices (CO's) expeditiously
- Communicate tactfully and effectively with the MO, CO's, and City Administrative Office (CAO)
- Establish a strong working relationship with the MO, CO's and CAO
- Establish a strong working relationship with other development related agencies (City Planning, Fire, Transportation, Public Works, Water and Power, City Attorney, etc.)

6. Being a **Consensus Builder**

Negotiate to achieve Win-Win results and protect LADBS' interest

- Frame problems accurately and succinctly and Identify common interests
- Explore underlying needs of related parties
- 'Think outside the box' to come up with trade offs and options to meet needs of related parties
- Interact with others tactfully to bridge differences and achieve agreements
- Maintain an open mind throughout the negotiation

7. Being a **Business Partner**

Advise, guide, and assist customers

- Have a 'Can Do' attitude and 'Go the Extra Mile' *(no traffic on the extra mile)*
- Be flexible by enforcing the letter of the code as much as possible and the intent as needed
- Be helpful by using common sense to suggest solutions/alternatives to customers' problems
- Apply a sense of urgency and facilitate customers' needs promptly

Supplemental Evaluation of LADBS Leaders

will be part of our performance evaluation.

Questions
on
Define a Leader?

CITY LA DBS
DEPARTMENT OF BUILDING AND SAFETY

Leading People
Evaluate a Leader

Session 4 – Part 6

Leaders are not born, but trained to be.

Ray's Leadership Evaluation System (LES)

Apply a rating to reflect the performance in each leadership area:

A (9 or 10) - Outstanding
B (7 or 8) - Exceed Standard (Good)
C (5 or 6) - Meet Standard (Acceptable)
D (3 or 4) - Need Improvement (Unacceptable)
E (1 or 2) - Poor

Based on frequencies of performing:

Constantly
Occasionally
Rarely
Unlikely
Never

Leadership Evaluation System (LES)

	Perform Outstandingly	*Perform Proficiently*	*Perform Satisfactorily*	*Perform Incompetently*	*Perform Poorly*
A (9 or 10) Outstanding	constantly	occasionally	rarely	unlikely	never
B (7 or 8) Exceed Standard	occasionally	constantly	occasionally	rarely	unlikely
C (5 or 6) Meet Standard	rarely	occasionally	constantly	occasionally	rarely
D (3 or 4) Need Improvement	unlikely	rarely	occasionally	constantly	occasionally
E (1 or 2) Poor	never	unlikely	rarely	occasionally	constantly

Does a leader have to be perfect in all leadership areas?

We, human beings, make mistakes and cannot be perfect.
Nobody can be perfect in all or any of these leadership areas

Does a leader have to get an A rating in every leadership area?

It may be impossible to get an A in every leadership area.
Obtaining high rating in some areas
may exclude us from getting a high rating in other areas.
(e.g. a Likable Person (relation oriented) vs. an Achiever (task oriented))

What ratings should a leader be striving for?

A leader should be <u>striving to get</u>:

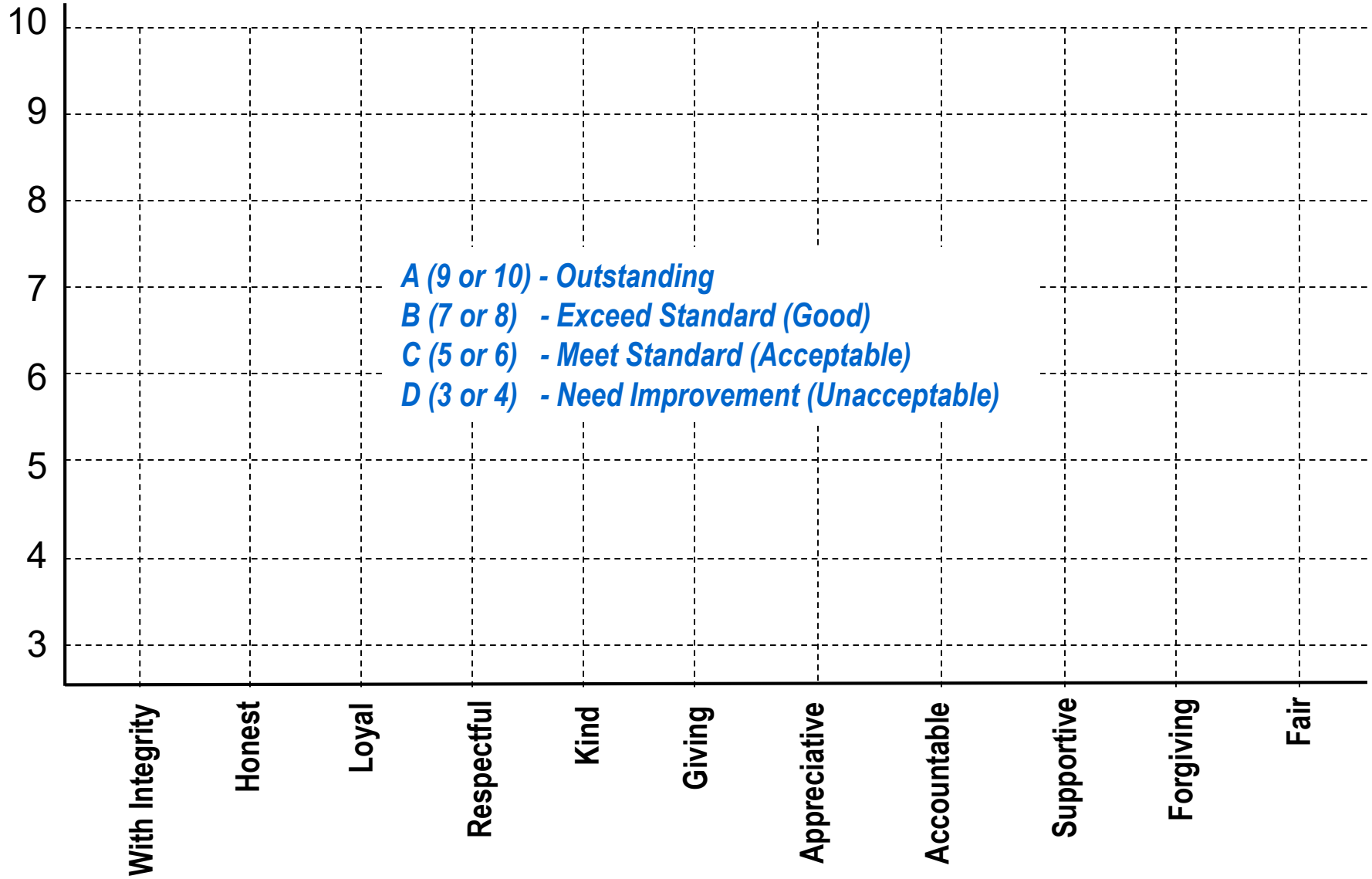
- **no lower than a C in any area**
- **A's and B's in most areas**
- **A's in some essential areas**
  (such as integrity, honesty and loyalty)

A leader should also continuously striving to improve in all areas.

10-minute Self Evaluation as a Leader Exercise on 53 areas

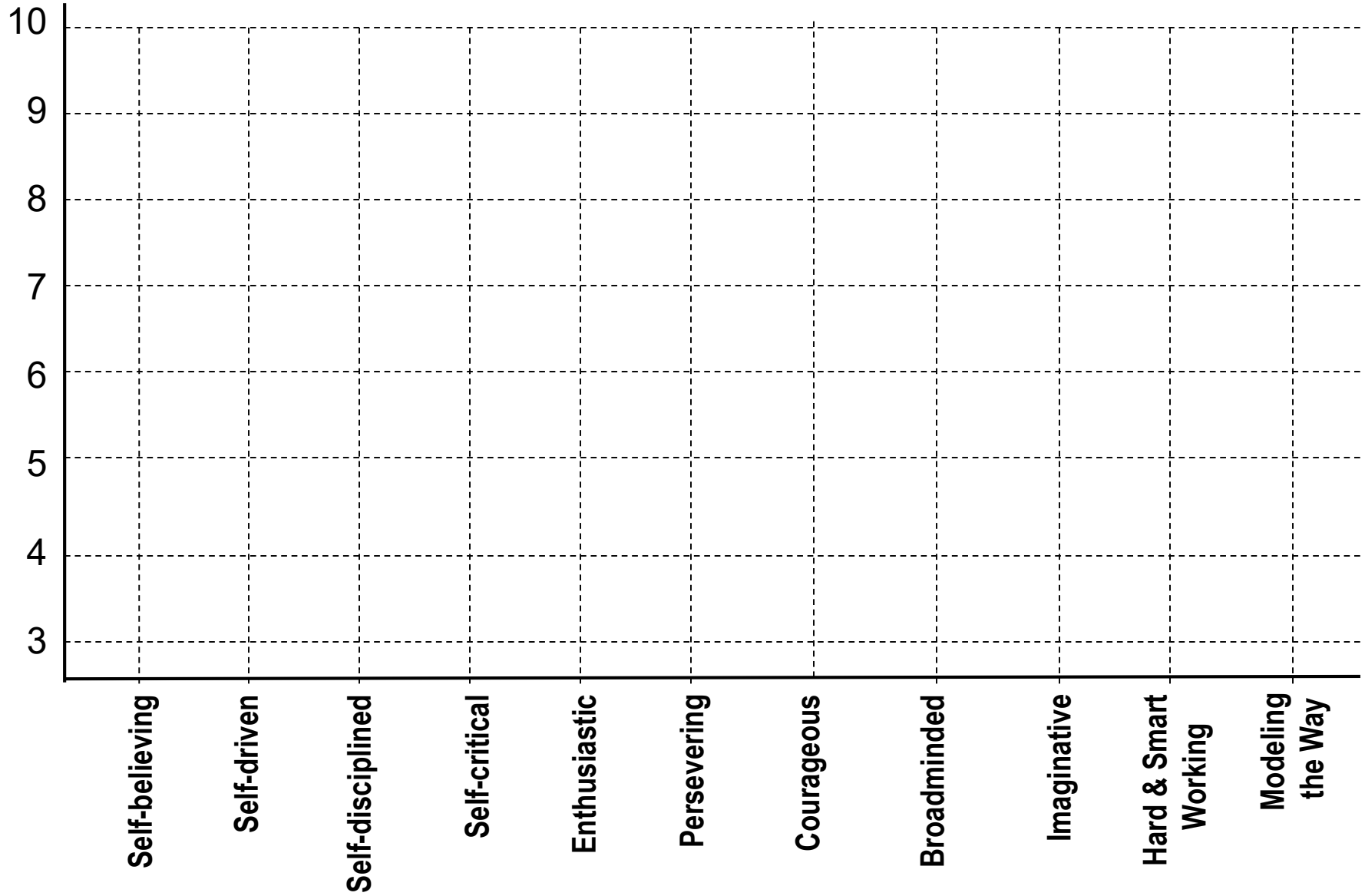
Leadership Quality

Honorable Characters

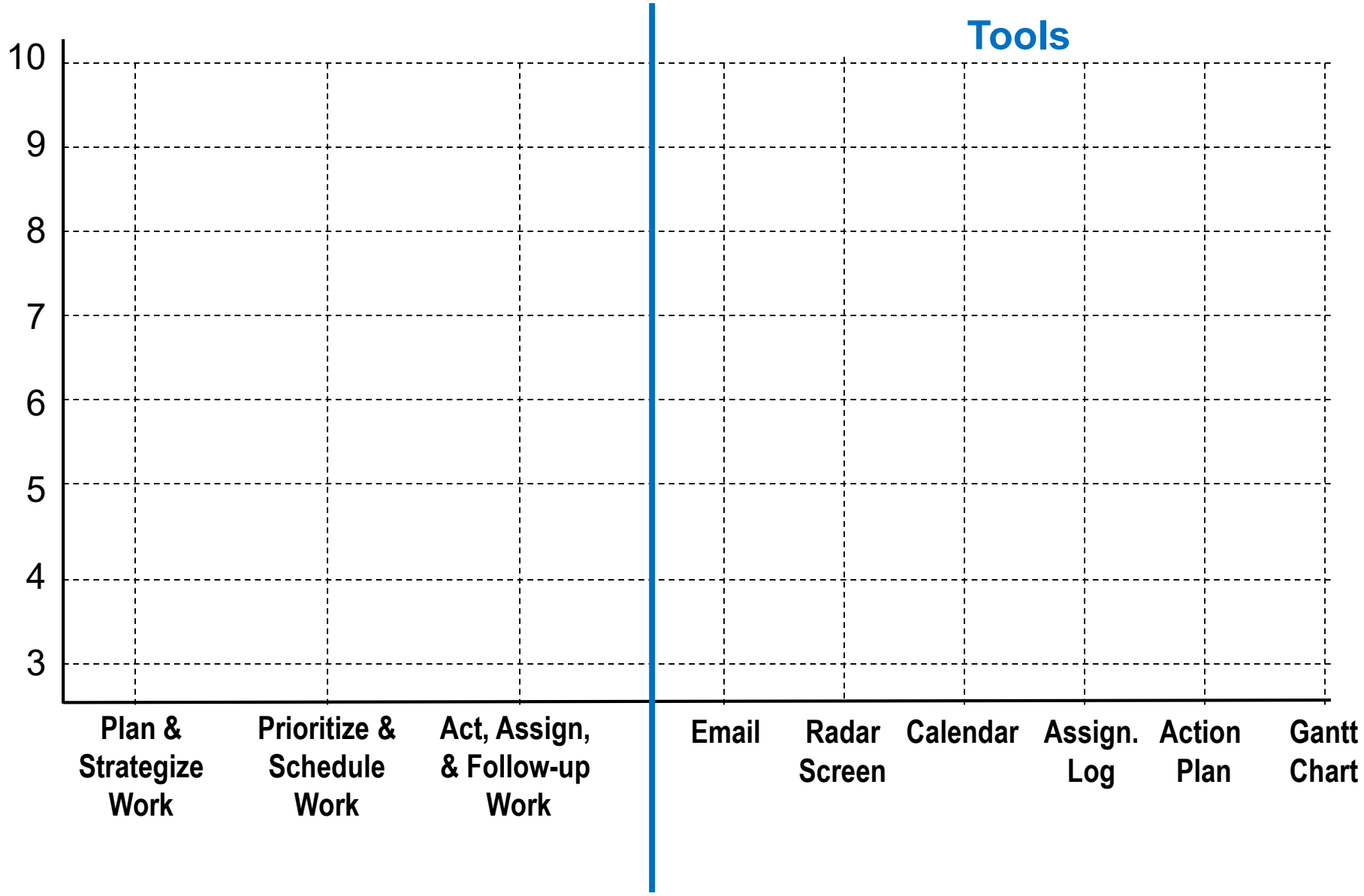


Leadership Quality

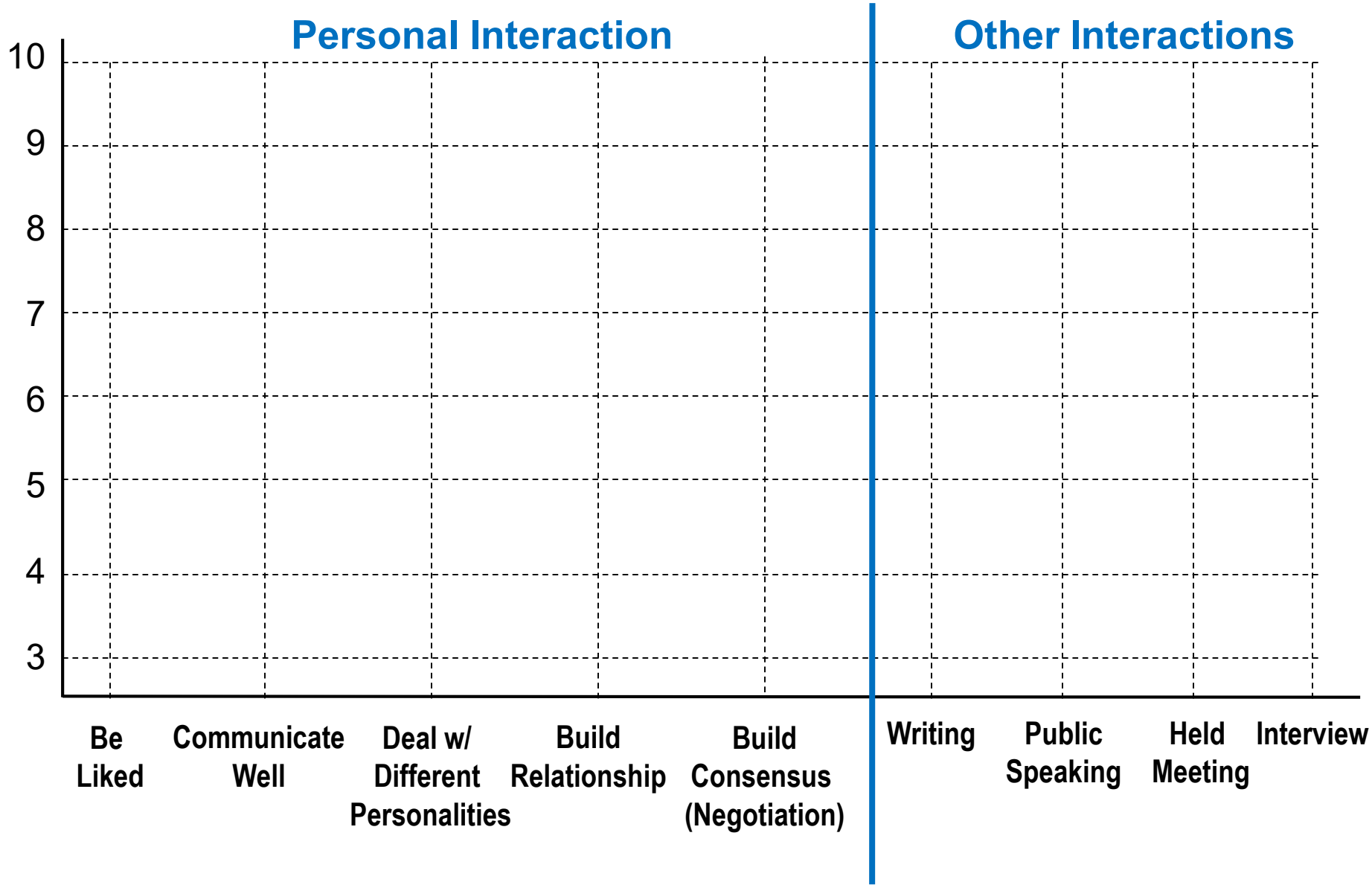
Achieving Commitments



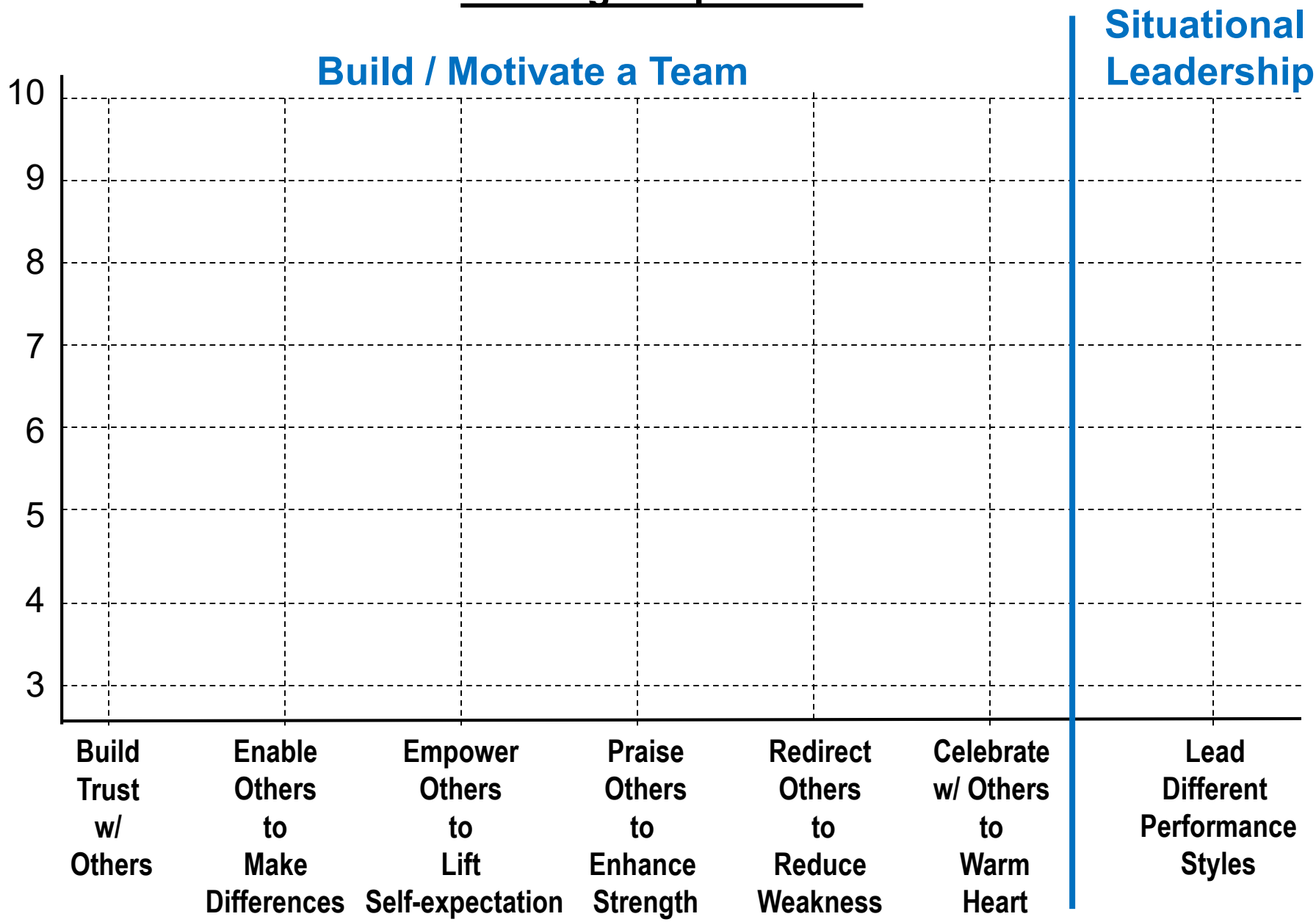
Taking Care of Business (TCB) Skills



Interacting / Influencing People Skills

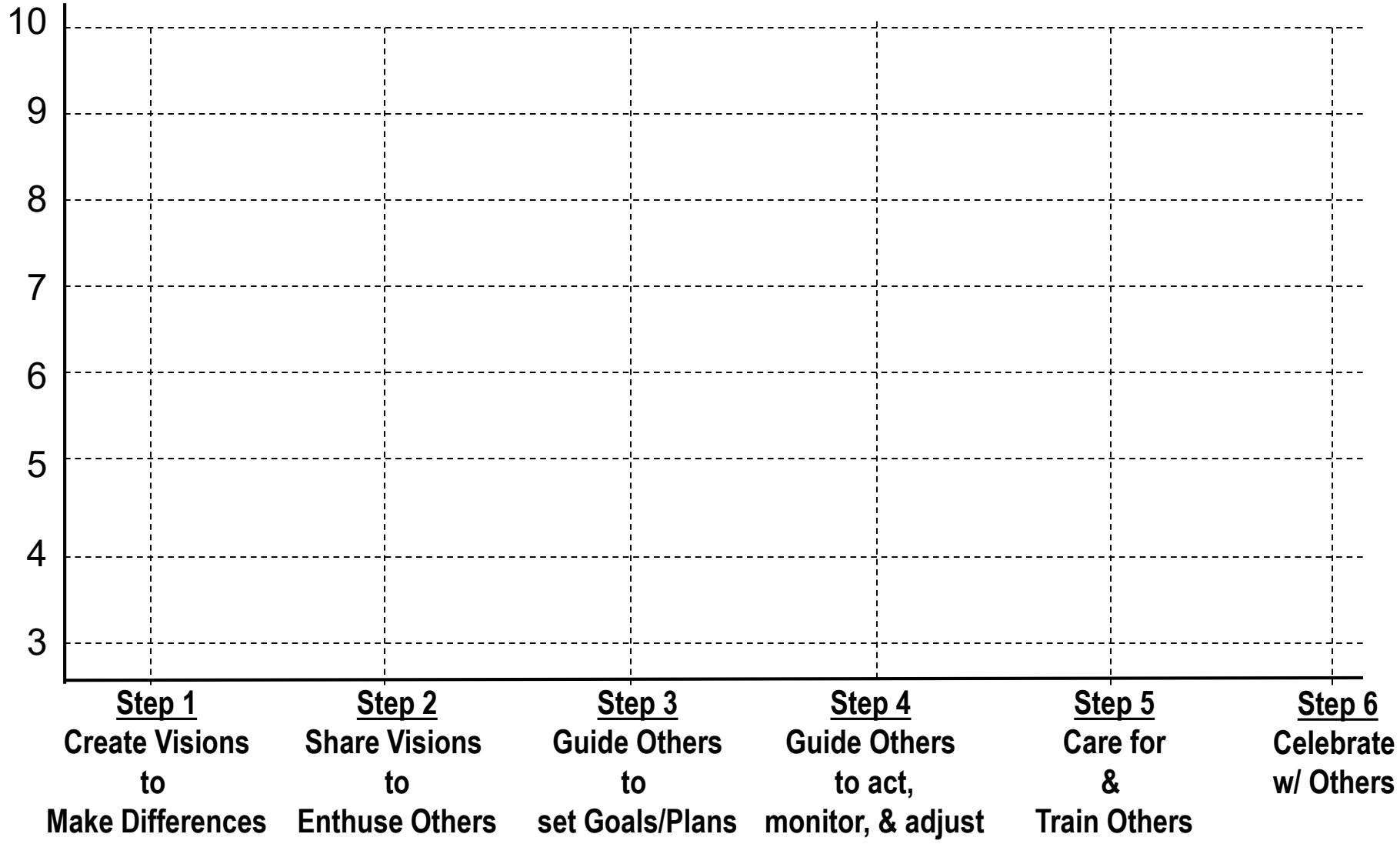


Leading People Skills



Leading People Skills

Realize Visions



Leadership Evaluation System (LES)

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The purpose of this Self Evaluation Exercise
is to make us aware of
the leadership areas that we are good at
and
areas that we should work on.

Are you going to do something
about the leadership areas that you should work on?

Questions
on
Evaluate a Leader?

Benefits for Motivating a Team / Leading Different Performance Styles:

We, the leader, will:

- Be more trusted, respected and loved by others.
- Perceived by others as a good, effective leader who:
  - *have visions/plans and are receptive to new ideas and innovation*
  - *are supportive and interested in their growth and development*
- Be more effective in leading others to make a difference.

Others will:

- Feel the trust, respect and care from us.
- Be more enabled, empowered, enthusiastic, and confident.
- Be better trained and have a stronger drive to do more and better.

The team will have stronger bond, higher morale, and be more productive.

Work gets done more efficiently, with better quality, and on time.

Differences *(Improvements)* are being made constantly.

CITY LA DBS
DEPARTMENT OF BUILDING AND SAFETY

What Successful LADBS Leaders Do and How to Do It

A Few More Words

Leaders are not born, but trained to be.

A few months ago, I invited **YOU** to this workshop. My intention was to share the picture of my LEADERSHIP Elephant with you.

Senior Managers
Dep. Super. of Bldg. II
Dep. Super. of Bldg. I
Asst. Dep. Super. of Bldg. II
Dept. Ch. Accountant IV
Ch. Management Analyst
Dir. of Systems

Mid Managers
Ch. Inspector
Sr. Structural Engineer
Bldg. Civil Engineer II
Bldg. Mechanical Engineer II
Bldg. Electrical Engineer II
Geo. Tech. Engineer II
Geologist II
Sr. Management Analyst II
Sr. Systems Analyst II
Pr. Accountant II
Ch. Clerk

Managers
Emergency Mgmt. Coordinator
Structural Engineer
Bldg. Civil Engineer I
Bldg. Mechanical Engineer I
Bldg. Electrical Engineer I
Geo. Tech. Engineer I
Geologist I
Pr. Inspector
Sr. Management Analyst I
Sr. Systems Analyst I
Pr. Clerk

Because you are the leaders representing all LADBS operations.
Because you are the future of LADBS.
The better a leader you become
the better it will be for LADBS, the City, and Los Angeles.

Ray's Picture of the Leadership Elephant

Session 4
Leading People
Honorable Characters
Achieving Commitment
Build / Motivate a Team
Lead Different Performance Styles
Create & Realize Visions
Define a Leader
Evaluate a Leader

Session 3
Interacting / Influencing People
Be Liked / Communicate Well
Deal w/ Different Personalities
Build Relationships
Build Consensus (Negotiation)
Meetings / Written Documents
Public Speaking
Interviews

Sessions 1 & 2
Taking Care of Business
Use These Tools
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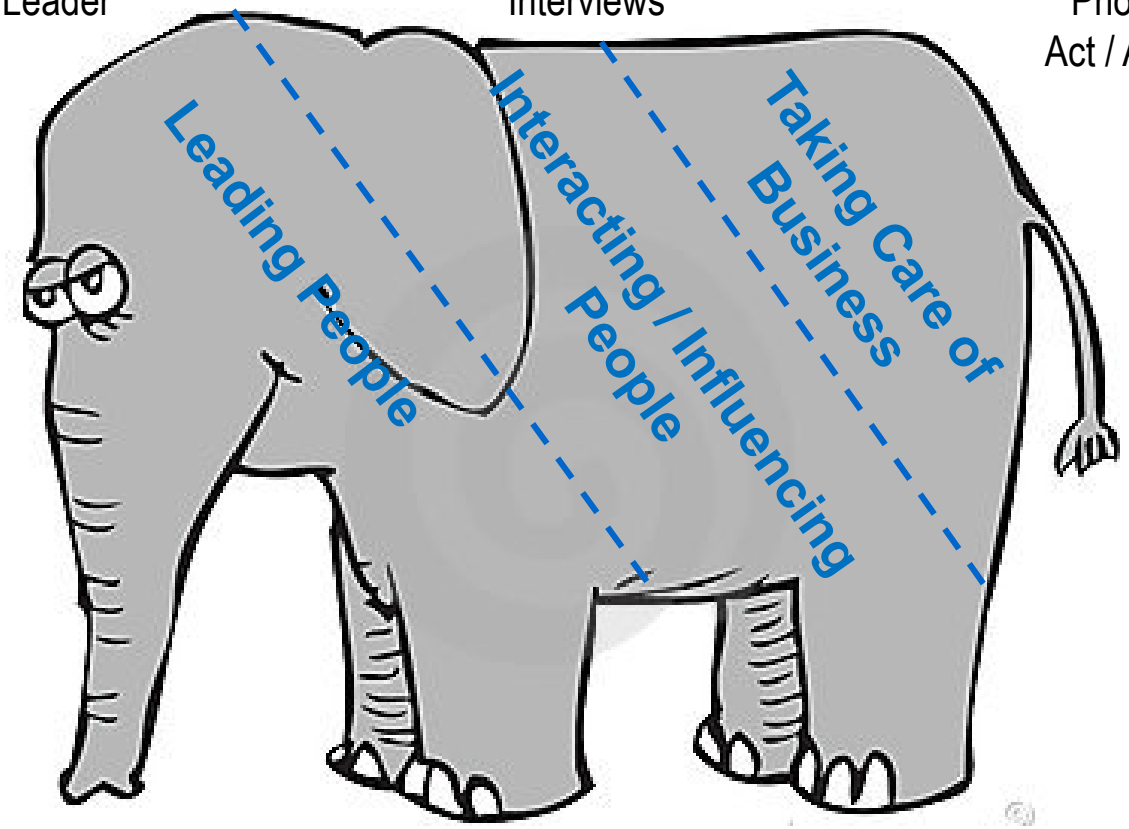

Have I successfully shared w/ you the picture of my Leadership Elephant?

A good leader is a person who has the leadership qualities,

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This definition of Leadership
has been my guiding principles for many years.

In 1990, I started to research and collect these principles.
In 2000, I started to assemble and organize these principles
to establish a picture of Leadership.

For the past 20+ years, I have been applying these principles.
I am good at some and striving to improve on others.

Preparing for this workshop is a refresher and a wake up call for me.
It validates some of my current practice,
but also reminds me of what I have not been doing or doing well.

I have benefitted a lot from preparing for the workshop
and
I know I will improve and be a better leader.

I hope this workshop has also benefitted and will continue to benefit you.

Each of you has been doing well in many leadership areas that we discussed, and that is why you are a now an LADBS leader.

<u>For the areas that you knew of but have not been worked on,</u>
I hope this workshop serves as a reminder/refresher.

<u>For the areas that you may not be familiar with,</u>
I hope this workshop serves as a guide for improvement.
And this workshop has transformed these unfamiliar areas
from
"you don't know what you don't know"
to
"you know what you know."

But *"knowing and not doing is not yet knowing."*
So I urge you to apply the skills and the tools as discussed, and be a better and successful LADBS leader.

As a leader

We want from our staff

lots of respect, some love, little fear (of disappointing us), but no hate.

We have to constantly remind ourselves that:

It is easy to instill fear in our staff and easier to make them hate us.

But we have to work hard to earn their respect and harder for their love.

We have to always remember that Leadership is:

Not about authority but about responsibility.

Not about power but an honor.

Not a right but a privilege.

Not a position but actions.

Not what to do to people but for people.

CITY LA DBS
DEPARTMENT OF BUILDING AND SAFETY

Thank You for Coming.

You are the future of LADBS.
The better a leader you become
the better it will be for LADBS, the City, and Los Angeles.

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